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ABSTRACT

In Spring 1992, the Scottish Ofice Education Department invited Moray House Institute of Education to test the feasibility of a more school-based approach to teacher training. In this PGCE (Secondary) course, students increased the amount of time in school. The increase in time was accompanied by other changes in the organisation of placements and the support provided for students. The main feature of the support was the introduction of mentors, teachers who would have special responsibility, and time allocated, for supporting students. Three regional educational authorities in the east of Scotland, 10 schools and nearly 100 students took part. The study aimed to monitor the views of students, school and college staff in the following areas: the extended period of school experience; the balance and partnership between colleges, schools, and regional education authorities; mentor preparation and what it was like to be a mentor; organizational structures necessary to support the changes; and resource implications. Surveys were complemented by school case-studies, interviews, and group discussions. Some of the findings were: (1) in general, students, school and college staff, and other key informants favored the increase in time for school placements; and (2) they recognized the benefits for the pilot students and from the longer period spent in the pilot school. Among the benefits were: pilot students seemed more confident and more integrated into the school staff than their counterparts in previous years; and the students enjoyed what they described as a realistic experience of teaching long enough in the same school to see the effects of instruction. Mentors experienced satisfaction in being more involved in students' development. Four appendixes provide names of the monitoring project advisory committee, the general context for the monitoring project, technical data, and a bibliography. (LL)

ED 365 672

The Scottish Council for Research in Education

MONITORING THE PILOT
The Moray House Institute PGCE (Secondary)

Janet Powney
Sheila Edward
Colin Holroyd
Susan Martin

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MONITORING THE PILOT
The Moray House Institute
PGCE (Secondary)

Janet Powney
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November 1993

The Scottish Council for Research in Education

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Our advisory committee gave very constructive support, as did the various regional and GTC officials we consulted. The project would not have been possible, of course, without the co-operation of the staff of Moray House Institute of Education and the Course Leader and Project Development Officer in particular who willingly and courteously provided the regular updating of information necessary for our project. Students on the PGCE course had much else to worry about during their crowded year but nevertheless answered questionnaires and openly discussed with the research team their experiences of teacher training. We thank them and all other participants for their co-operation.

Our thanks also go to Dr Donald McIntyre, our external consultant, who gave most constructive advice at different stages of the project.

Summary

Background to the PGCE (Secondary) Pilot

In spring 1992, the Scottish Office Education Department (SOED) invited Moray House Institute of Education to test the feasibility of a more school-based approach to teacher training. In this pilot PGCE (Secondary) course, funded by SOED, students increased the amount of time spent in school. The increase in time was accompanied by other changes in the organisation of placements and the support provided for students. The main feature of this support was the introduction of mentors, ie teachers who would have special responsibility, and time allocated, for supporting students. Three regional educational authorities in the east of Scotland, ten schools and nearly 100 students took part.

The monitoring project

As the proposals were perceived as having far reaching implications for the future of teacher education in Scotland, the SOED also commissioned independent researchers at the Scottish Council for Research in Education (SCRE) to carry out a concurrent monitoring project to assess the views of participants on the efficacy and appropriateness of the course. Four research staff worked on the project: the research director was Janet Powney and the other researchers were Susan Martin, Sheila Edward and Colin Holroyd. Joan Ballantine was secretary for the project.

The monitoring exercise was designed to describe some of the achievements, problems and issues emerging from the pilot year and to convey the participants' views of the course.

SCRE adopted a range of quantitative and qualitative methods to monitor this first pilot scheme in Scotland. Surveys of participants in schools and Moray House Institute were complemented by school case-studies, interviews and group discussions with key informants, including students, school and college* staff and other interested parties. The researchers provided another 'set of ears' to listen to the views of those who participated in the training of the 1992/3 cohort of the Moray House students.

Draft guidelines proposing changes in the requirements for pre-service training courses were out for consultation (SOED 1992) at the beginning of the monitoring project and were published in final form before the end of the fieldwork (SOED 1993). The outcomes of the pilot and the monitoring projects were to inform further developments and provide any additional guidance which might be necessary.

* Moray House became the Institute of Education of Heriot-Watt University in 1991. Nevertheless many informants still described it as 'the college', and in current usage the collective description of all providers of teacher education in Scotland still appears to be 'the colleges'. The terms MHI/College/Institute are used interchangeably in this report.

The main aim was to identify views of participants in the pilot year and not to evaluate the PGCE (Secondary) course as a whole. The SCRE research team identified five main areas of enquiry to address in the course of the monitoring project: the extended period of school experience; balance and partnership between colleges, schools and regional education authorities; preparation for mentoring and what it was like to be a mentor; the organisational structures necessary to support the changes; and the overall resource implications.

Findings

The findings identified that, in general, students, school and college staff and other key informants were in favour of increasing the time which students spend on school placements and recognised the benefits resulting not only from the longer placement periods for the pilot students but from the longer period spent in the first base school. The following benefits were identified. Pilot students' were perceived as being more confident and more integrated into the school staff than their counterparts in previous years. They also enjoyed what students described as a realistic experience of teaching with a sufficiently long time in the same school to see the learning outcomes of their own teaching.

Initial difficulties ensued from the short time scale for the course planning and necessary implementation of structures for delivering the programme. Despite these problems, college staff, school staff and students overcame their anxieties, concentrating on their individual roles and responsibilities to ensure effective delivery of the course. There were clear benefits of the pilot programme for each participating group, not least the enhanced experience of students in school and the corresponding satisfaction for mentors in being more involved in students' development. This provoked many of them to reflect on their own teaching practices and to develop skills which would be of use in helping probationers and other colleagues in the school.

The resourcing of the pilot programme was a significant element in the benefits realised, with school staff and students in particular appreciating the recognition and time given to the mentoring process.

Part of the function of a pilot is to highlight areas of concern requiring further attention and the Moray House pilot was no exception. The areas of concern were unsurprising in the main. Many mentors, although they had time allocated for their role, found that making the time available was still a problem given their other teaching responsibilities. There were clear advantages of having a large group of students in schools, both for students and the school but the organisation of the school-based components impinged heavily on the time of the member of staff with overall responsibility for students and mentors in the school.

Other main concerns related to development of the partnership and quality assurance. As more of students' time is spent in schools there is a need to ensure effective, consistent and coherent delivery of the different components on three 'levels': intra-school, inter-school and school-college. Partnership concerns centred around the need to improve links at the school-college level, particularly the need for resources and time for further joint discussion and development of the course.

In relation to the more general context of teacher education in Scotland, the findings from the monitoring project indicate that students can benefit from increased time spent in schools during their training. There are changes necessary to facilitate this development which affect all the partners involved. Schools and particularly mentors will increase and change their responsibility for adult students. Institutions, like Moray House, will have to adjust to different demands in the college-based component of courses as well as the way in which their staff collaborate with schools.

Resources made available for the pilot programme were significant in supporting the development in these early stages. Innovation raises everyone's expectation of what can be achieved but what happens in practice is to a large extent dependent on appropriate resource allocation. Increasing the amount of time that students spend in schools in their initial training cannot be dealt with in isolation; it has to be put into the context of subsequent professional development. As students have less time for reflection away from busy school life, so they may need to come back to critical examination of the choices behind their teaching during their probation and later professional career. Extending the school-based component of teacher training will not only affect the students concerned; it will also change the culture of a school.

The report

This report is organised in three sections. The first provides the context and information about the pilot course and about the monitoring project reported here. In the second section we concentrate on the findings of the quantitative and qualitative empirical work organised in terms of informants: students, staff in schools, staff from MHI and other key informants. To conclude this section we bring together in Chapter 6 the views of all groups of informants about the achievements of the pilot programme and also their perceptions of what could be improved and developed.

The third section draws on the findings of the monitoring project to discuss general issues pertinent to the future of Scottish teacher education. The overall conclusions in Chapter 9 are followed by suggestions from the research team for future action by key participants in the preparation of teachers. Throughout the report we have used the five main areas of our enquiry as organisers hoping that readers will find it helpful to follow the recurring themes of school experience, mentoring, balance and partnership, supporting structures and resources.

Technical note

All percentages have been rounded to the nearest 1%. Where differences between groups are referred to as statistically significant, this has been calculated using the chi-square formula and to a 0.05 level of probability.

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1 The Context and the Course

1.1 Introduction to the pilot and the monitoring project

In February 1992, the Scottish Office Education Department (SOED) invited Moray House Institute of Education to test the feasibility of a more school-based approach to teacher training. In this pilot PGCE (Secondary) course, funded by SOED, 40% of the students would spend an increased amount of time in school. The increase in time would be accompanied by other changes in the organisation of placements and the support provided for students. The main feature of this support was the introduction of mentors. Three regional educational authorities in the east of Scotland responded positively to SOED's invitation to participate in the scheme and a Steering Committee for the Moray House Institute (MHI) Pilot Study was established. The General Teaching Council (GTC) accredited the new scheme and ten schools were invited and agreed to take part.

As the proposals were perceived as having far reaching implications for the future of teacher education in Scotland, the SOED also commissioned independent researchers at the Scottish Council for Research in Education (SCRE) to carry out a concurrent external monitoring project to assess participants' views of the course. The SOED specification for the external monitoring project defined the overall aim of the exercise as:

> *to describe some of the advantages and disadvantages of increasing school experience time. In the timescale available, the research will not be expected to evaluate the effectiveness of the course in terms of the eventual quality of teaching, since that would require following up students over several years.*
>
> (Specification; ELF00824.072)

The same document defined the intended scope of the project, which was to include:

- the impact of the course on the schools involved;
- the impact of the course on the Institute and particularly on the lecturers and tutors involved in it;
- the opinions of students (both those in the pilot and those in the 'traditional' PGCE course) about the pilot course and the extent to which it is preparing participants for teaching.

1.2 Context of the MHI course

The MHI PGCE (Secondary) course, formerly validated by CNAA, was accredited by Heriot-Watt University when the MHI became part of the university in the academic year 1991/2. The year under scrutiny was the last

year in which this course would operate. The pilot programme was only part of the background of change in MHI in 1992/93. During the pilot year, the PGCE (Secondary) underwent a review, the first under Heriot-Watt conditions and a year ahead of schedule. The new course due to run from September 1993 will have the modular structure deployed in all the university's courses.

In January 1993, SOED published the final version of *Guidelines for Teacher Training Courses,* which required more time to be devoted to school experience in BEd and PGCE (Secondary) courses. The guidelines enhanced schools' roles in training and stressed the competences to be acquired. These related to subject and content of teaching, the classroom, school and professionalism. School experience for all PGCE (Secondary) courses would in future be a minimum of 22 weeks spread through the academic year. A broadly similar approach was taken in England and Wales (Circular 9/92). In Scotland, all courses of initial teacher training which were new or required validation after 1 January 1993 were required to take the guidelines into account. All current courses should have been adjusted to meet the guidelines by the beginning of the academic session 1995-96.

Institutions were required to increase the amount of time to be spent in school by 1993/4 but no further radical changes in training courses were required in that year; additional funding was not available for courses other than the MHI pilot programme. Where colleges had PGCE (Secondary) courses to be revalidated after January 1995, proposals would have to meet the new SOED requirements for a minimum of 22 weeks per year in schools.

1.3 The MHI PGCE (Secondary) course 1992/3

Prior to 1992/93, the PGCE (Secondary) at MHI was a 36 week course, during which all students spent approximately half their time in college and half in schools. In the pilot year, 100 of the over 260 students who started the course were allocated, at random, to the pilot programme. These 'pilot students' spent 22 weeks in school, while the remainder, referred to in this report as 'non-pilot students', spent 18 weeks in school as in previous years. For both groups, school experience was augmented by nine 'serial days' spent in schools during college-based blocks. While the pilot students were spending their extra four weeks in school, the non-pilot students studied four one-week units of the course in college. Pilot students covered these units as part of the school component of their course.

While in college, pilot and non-pilot students shared lectures, tutorials and workshops: MHI stressed in its course documentation that they should be seen as two groups following the same course. The course offered all students, both pilot and non-pilot, a model of teaching which developed professional skills - Planning, Implementing, Evaluating and Contextualising (PIEC).

Essentially there are two major components for students in all teacher training courses: college-based subject and professional studies, and placement experiences in schools. Together these were* intended:

> *to train students to become secondary teachers who are sensitive, confident and adaptable, able to work as part of a complex education*

---

* As the monitoring project focused on the 1992/3 course, the past tense has been used although many characteristics of the course will remain the same in the future.

> *system which is likely to go on evolving and changing throughout their professional careers ... to provide the knowledge and the opportunity to develop the necessary skills for students to become effective teachers.*
> (MHI PGCE Course Booklet, p.1)

1.3.1 The college-based components

The in-college programme for all students consisted of two main strands: subject studies (and supplementary studies where appropriate) and professional studies.

Subject studies were concerned with the curriculum and methodology of the subject in which the student wished to qualify. The planning team decided that *all* of the subject departments should participate in the pilot. An alternative would have been to work with all the students in selected subject departments rather than with some students in every department.

Supplementary studies covered areas which would be useful in teaching, such as Community Education, Sports Studies, Information Technology, but did not lead to a formal qualification to teach a subject. Students were required to take either two subject studies courses or one subject and one supplementary.

The Professional Studies component of the course consisted of lectures, seminars and workshops which together aimed to prepare students for work in schools:

> *both in an extended role as a facilitator of pupils' learning across the curriculum, sensitive to the part played by the teacher in the total experience of his/her pupils and as a subject specialist teacher aware of the wide range of age, aptitude and particular needs of learners.*
> (MHI PGCE Course Booklet, p.5)

The programme was closely linked with school experience, including consideration of actual events occurring during school placements and serial visits as well as:

> *a consideration of the educational, sociological and psychological information and ideas which are essential to an understanding of life in schools.*
> (MHI PGCE Course Booklet, p.5)

Workshops in Professional Studies were jointly led by a subject specialist and a member of Professional Studies staff and were generally aimed at the processes of education, teaching and learning across and beyond the formal curriculum and from a non-subject specific perspective. Students were expected to develop through the workshops their views on 'teaching people' alongside 'teaching a subject'.

Students spent an equal proportion of their time on each of their subjects: main, second or supplementary, and professional studies. Students might elect to take one or two subjects according to their preferences and their eligibility for entry to training in terms of the *Memorandum on entry requirements to courses of teacher training in Scotland*. (SOED, published annually). In Scotland, secondary teachers are awarded a teaching qualification only in respect of the subject or subjects studied during their PGCE course.

1.3.2 In schools

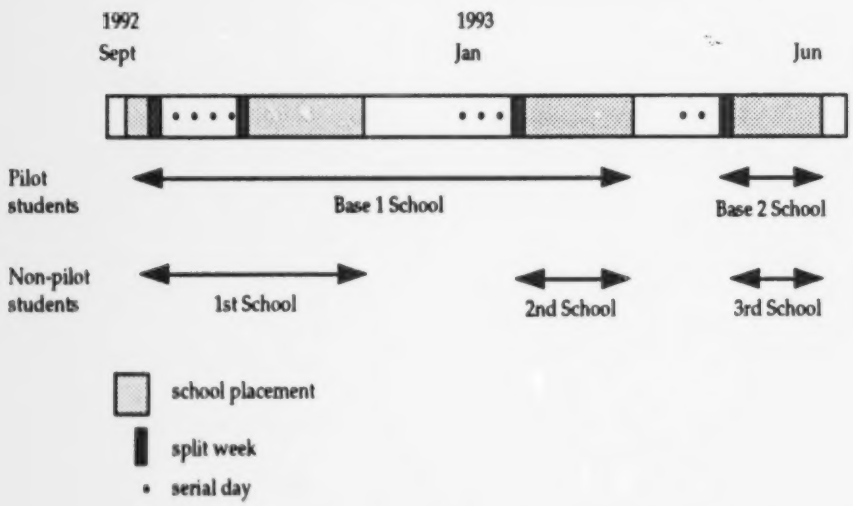
For all students, pilot and non-pilot, the PGCE (Secondary) included four placement blocks of schools experience:

- a short placement beginning in the second week of the course, during which the student was based in a secondary school, but spent some time in a primary school;
- a longer placement at the end of the first term, in the same secondary school as before;
- a second term placement, for which pilot students returned to their first term school, while the other students were moved to a second non-pilot school;
- a third term placement, for which pilot students moved to a second pilot school, while non-pilot students were placed in their third school.

In addition, students spent one 'serial day' in their placement schools in each of nine weeks of their college-based blocks.

The additional four weeks which pilot students spent in schools were added to the end of the first short placement and the beginning of each of the three main placements. During these 'split weeks', non-pilot students were following the course in college, while pilot students were in school. Figure 1.1 summarises the pattern of school experience for the two groups.

Figure 1.1: School placement pattern for MHI PGCE students 1992-3



As Figure 1.1 shows, non-pilot students followed a course incorporating little change from the previous year and had the traditional MHI pattern of placements in three schools. Each student had a supervising teacher (usually the principal teacher (PT) in the student's main subject) who was responsible for organising the school placement and liaising with tutors from the college. Each school also had a regent (often the depute or an assistant headteacher) who took overall responsibility for the students in

the school. In most subjects, it was unusual for more than one student to be allocated to the same department in a school for any placement. A non-pilot student might be the only student in a school, or there might be as many as eight MHI students on placement.

In contrast, the pilot students (40% of the total PGCE cohort) were assigned in groups of ten to the ten pilot schools within three regional educational authorities of Scotland. For most of these pilot schools, ten students represented an increase in the number of simultaneous placements which they had experience of offering, but a few schools had coped with more than ten in previous years. Pilot students were formally 'paired' by the college with another student (in most cases, in their own subject, or a cognate subject) and just as each non-pilot student had a supervising teacher, each pair of pilot students was assigned to a mentor. Staff in pilot schools were given resources and training to aid them in their mentoring role, and had responsibility for delivering those components of the course which non-pilot students were studying in college in the four 'split weeks'. These 'split week' units were:

- resources and resourcing;
- classroom management;
- cross-curricular issues;
- schools as organisations.

Mentors (of whom approximately half were *not* principal teachers) had responsibility for a pair of students, while the overall responsibility for students in a pilot school was that of the co-ordinating mentor (usually the depute or assistant headteacher). Thus each pilot school had a minimum of five mentors who had received training from the college. Mentors:

> *have responsibility for the structuring of a progressive experience for students in schools.*
>
> (Letter of invitation sent by SOED to MHI, 17.2.92)

Mentors had been identified in the first instance by the schools in subject areas in which they were willing to take students. In practice, not all these mentors were used, as it depended which departments were actually matched with students by the college. It should also be noted that the original fifty were not the only mentors involved in the pilot: a few of them were replaced when they moved to new posts in other schools and some schools brought in different mentors in the third term to meet the different subject requirements of their second group of students. In all, around sixty individual teachers gained some experience of being a mentor in the course of the year.

Pilot students, therefore, had for support a mentor and, at least initially, a formally allocated paired student; the non-pilot students had a supervising teacher and less formally any other students who happened to be based in the same school. A few pilot students were left 'unpaired' at times throughout the year, because their partner had left the course or transferred to the non-pilot programme, but they still had some peer support from other students in their pilot school.

For the pilot scheme the role of regent was enhanced and undertaken by a co-ordinating mentor who organised the school programme, provided support for

both students and mentors, and played an important role in communications between school and MHI. Many of the co-ordinating mentors had previously fulfilled the role of regent.

In summary, the principal differences between the pilot and non-pilot programmes of the MHI PGCE (Secondary) course in 1992-93 were:

- pilot students spent four additional weeks on school placements;
- pilot students were assigned to the same secondary school for the first two terms;
- pilot schools delivered four units of the course (those which non-pilot students studied in college in 'split weeks');
- ten students were assigned to each pilot secondary school;
- students in pilot schools were paired;
- mentors were assigned to each pair of pilot students.

1.4 MHI staffing

The overall staffing was the same for both pilot and non-pilot programmes, with one course leader overseeing the whole course. As a result of the pilot scheme, two further appointments were made. One was the Project Development Officer, a seconded assistant headteacher whose role was to support mentors; to help the schools sort out problems, by liaising with the college; to train mentors; and to report on mentors' work. The other was a research assistant appointed to help the Director of Teacher Education in the College to make a critical appraisal of the new programme. He was also an active agent in the delivery of mentor training.

1.5 Mentor training

MHI provided support and training for mentors and co-ordinating mentors working on the pilot. (No similar sessions were offered for supervising teachers or regents.) There were three elements in MHI support for mentors:

- written guidance
- formal training sessions
- the Project Development Officer.

Written guidance for mentors was offered in the booklet *Mentoring* prepared by the Director of Teacher Education at MHI. In it, mentoring is defined as :

> *a relationship in a working environment between an advanced professional (mentor) and a beginner (protégé). The relationship gives the beginner the opportunity to grow into a full professional colleague and the mentor the opportunity for selfless professional influence which is different from teaching, supervising or staff management.*

Mentors were expected to help students to develop their understanding, professional actions (especially teaching) and attitudes and influence students' learning of professional theory and professional practice. They would also have an impact on students' competence, defined as the thinking which underlies what students do. The booklet focused mainly on how mentors could *'be good at the professional training and assessment of [their] student.'* It provided practical

advice on how to improve and assess a student's teaching and how to improve and assess a student's professionalism.

The assessment of students on placement was also explicitly a responsibility of mentors. It was suggested that the student's final assessment form be used as an aide memoire, providing the basis for observations and discussions. Mentors were advised to use either *'definitional methods'* to improve students' professionalism, encouraging students to think about how professionalism might be defined; or to provide an *'inspirational example'*. "Hints were given on how to lead into discussions with students. It was emphasised that school-based mentors were only part of the team supporting students in their training but that their role was distinctive as they were both *'working models'* for their students and had a close working relationship with them.

Formal training sessions for new mentors were first delivered at MHI in May 1992, before the pilot started, and were repeated later for new mentors and MHI staff. The sessions on issues covered in the mentoring booklet and of importance for mentors in all subjects: the role of the mentor, the importance of observation of students' teaching and ways of helping students.

This one day of initial preparation was reinforced by two further sessions for each mentor. In January 1993, training sessions at MHI focused on assessment, in response to requests from mentors. These sessions brought together mentors and MHI staff in seven broad subject groupings for workshop activities concerned with the assessment of practical teaching. Videos of student teaching, specially made by the Project Development Officer, were used to clarify assessment procedures and to generate discussion amongst mentors and MHI subject tutors. Visits to the pilot schools in the summer term enabled the appropriate MHI staff to complete the mentor training programme for the year and to obtain feedback from school staff through a questionnaire.

The Project Development Officer provided further support for mentors during the year, visiting each of the pilot schools. He also worked closely with the co-ordinating mentors, acting as a two-way channel of communication between MHI and schools.

1.6 Assessment

Assessment of students on the course had two principal components, school experience and college assignments. Students had to complete both components satisfactorily to qualify.

Students were assessed by tutors and school staff for each main placement, the first term assessment being formative and ungraded, while grades were awarded in terms 2 and 3. MHI continued to use the profile of student achievement in practical teaching agreed between Scottish local authorities and the Scottish Colleges of Education. School staff had contributed in previous years to assessment of students on placement but the design principles laid down for the pilot stipulated that:

> *Mentors would be involved as equal partners in the assessment of students against defined criteria.*
>
> (Annex to letter from SOED to MHI, 17.2.92)

In session 1992/3, school reports on assessment were sent directly to the course leader rather than via the tutor visiting the school. This change instigated for the pilot applied to all students and schools, whether pilot or non-pilot. Where there was a difference of one grade between college and school assessment, the student was given the higher grade for the placement. If there was more than one grade difference, the course leader contacted both the school and college staff to resolve the difficulty.

All students followed the same pattern of assessment for assignments which were marked by tutors; school staff had no input into those assessments. The four college assignments were all based on students' placement experience and were spaced throughout the year. Assessment of the first was diagnostic; the second and third were graded and the fourth was assessed in terms of 'duly performed'. The professional project, on which students were expected to work throughout the second term placement, was separately assessed, again by MHI staff. External examiners had continuing responsibility for all students following the PGCE course, whether or not they were pilot students.

1.7 Resources

Another fundamental shift in the pilot scheme was in the funding made available to the ten pilot schools. Schools' input to initial teacher training is normally met from each school's own resources. SOED allocated an additional £15,500 (equivalent to approximately 0.7 FTE) for ten students to have placements in each pilot school for the year. SOED gave the monies to the regional authorities to settle claims from schools for spending approved by the authority. Resources were intended primarily for the purchase of cover, to release mentors from teaching to spend time with their students, although permission was also given to spend on resources or reprographics for the benefit of students on placement. Other schools continued with the traditional practice of providing for students from their existing resources.

1.8 The PGCE (Secondary) from 1993

As mentioned earlier, the MHI PGCE (Secondary) course was modified in the course of 1992/93 to be consistent with the modular structure of Heriot-Watt University. Review and approval for the new programme was completed during the second half of the session. The revised programme affirmed the Institute's commitment to partnership between school and college in planning, course delivery and assessment, with each party making complementary but equal contributions. The amount of school-based experience and the common core competences were adopted as set out in the SOED guidelines. The course emphasised the need for and provision of professional and personal tutoring for students. Students should have the status of future colleagues, but their status as learners should also be protected so they should not be given the full workload and responsibility of qualified teachers.

2 The Monitoring Project

2.1 Overview of the project

The monitoring project commissioned by SOED was concerned with identifying the implications of increasing the amount of time pre-service teacher training students spend in schools, a venture supported in principle both by government policy and by members of the teaching profession. What was required was evidence of the effects of such an exercise on schools and colleges and of the views of all interested parties on the implications of the extended roles and responsibilities of schools and mentors. The role of the regional education authorities also had to be considered.

The SCRE research aimed to:

- identify and describe the benefits and disadvantages in respect of the quality of pre-service training of increasing the proportion of time students spend in schools, with a view to understanding how this change contributes to, and influences, the preparation of student teachers for their first teaching post;
- consider the effects of increasing the time spent by students in schools on the roles and contributions of the partners (school, college and education authority) involved in pre-service training;
- identify ways in which the partners provide support for students on placement and how this tri-partite partnership could be further enhanced;
- examine the resource implications of increasing the amount of time students spend in schools.

In meeting these aims, the monitoring project has tried to extrapolate general issues concerned with increasing school-based training.

SCRE adopted a range of quantitative and qualitative methods to monitor the first pilot scheme in Scotland. Surveys of participants in school and MHI were complemented by school case-studies, and interviews and group discussions with key informants, including students, school and college staff and other interested parties. The researchers provided another 'set of ears' to listen to the views of those who participated in the training of the 1992/3 cohort of the Moray House students. The fact that we were 'listening' may also have had an impact on the pilot in practice.

2.2 Background and context

Outside MHI, the context of teacher training developed during the period of the pilot scheme. Guidelines for proposed changes to legislation concerning pre-service training were out for consultation (SOED 1992) at the beginning of the monitoring project and were published in final form before the end of the fieldwork (SOED 1993). Any new mentoring scheme did not have to be in place until autumn 1994 and therefore the outcomes of the project could inform

schools, regions and colleges in checking out and, where necessary, revising their arrangements for initial teacher training.

The guidelines for pre-service training stipulate a minimum amount of time that students should spend in schools. However, an increase in the time spent in schools, whilst providing the opportunity for an enhanced school experience component, does not in itself necessarily improve its quality. Overall, there are several factors which impinge on the quality of the school-based component and thus on the quality of the whole programme of training offered to students as preparation for teaching. Issues which affect the quality of school-based training and other contextual factors which influenced the areas of enquiry of this monitoring project are discussed further in Appendix 2: *General context for the monitoring project*.

2.3 Areas of enquiry

Taking account of current debates, and bearing in mind that the main aim was to identify views of participants in the pilot year and *not* to evaluate the PGCE (Secondary) course as a whole, the SCRE research proposal identified five main areas of enquiry. Information gleaned about these areas should inform further discussion of the development of teacher training throughout Scotland. The five areas and the main topics within them were:

School experience:

- the ways in which the Moray House pilot scheme differed from the traditional scheme;
- the aspects of teachers' professional expertise being tapped in school-based components of training;
- opportunities provided by the increase in the school-based component of training which could be further developed to enhance the quality of the PGCE Secondary course as preparation for teaching;
- the prospect of such courses accommodating the move towards a competence-based model of teacher training.

Balance and partnership:

- how the expectations, roles and perceptions of the partnership members (from college, schools and to some extent the education authorities) were modified in the light of school experience time increasing;
- the extent to which practice matches the perceptions of clients (schools, college and students) in respect of teacher training;
- the effects of shifting the balance of the different components of pre-service training and the modes of delivery on students' experiences and course design in college and school.

Mentoring:

- the contribution that the process of mentoring can/does make to the quality of pre-service training;
- the characteristics of 'good' mentoring;

- how mentors should be prepared, supported and given recognition for their skills;
- the variety in the approaches taken by mentors and in their expectations of students.

Supporting structures:

- any modifications to infrastructures (such as the supporting bureaucracy, education authority/regional involvement, college assessment procedures) necessitated by changing approaches to teacher education.

Resources:

- the implications for the overall resources available for pre-service teacher education;
- review of the allocation and distribution of resources for training institutions, schools and regional authorities in the light of increasing the amounts of time which students spend in school during their pre-service teacher education.

2.4 Methodological considerations

External monitoring gave us the opportunity to gather in confidence in-depth reactions to the pilot from individual participants and interested parties such as regional education authorities and the GTC. An important feature of our methodology was the designation of three of the ten pilot schools, one in each region, as 'study schools', each of which was visited several times each term by the same researcher, who talked to the co-ordinating mentor, headteacher, mentors, students and, in some cases, other teachers involved in their programme and built up an understanding of what the pilot meant for that school and the students it helped train. Because the students changed school in the third term, each of the three researchers in study schools had the opportunity to talk to up to twenty of the pilot students. We also visited, rather less frequently, three non-pilot study schools, to put some flesh on the bones of issues raised by non-pilot informants. Study schools proved a rich seam of qualitative data.

It was also important to gauge the extent of opinion by surveying larger groups of people. Because the external monitoring was concerned with identifying issues which might arise in implementing mentoring schemes (rather than formally evaluating the MHI PGCE (Secondary) in terms of meeting the aims of the course), we used open questionnaires in the first term for students, mentors, supervising teachers and MHI staff. This gave those involved the opportunity to express in their own words their expectations and concerns. Many of the responses from this survey 1i were recycled in the construction of highly structured, 'tick-box' questionnaires for survey 1ii, which allowed us to gauge whether the majority of each group agreed with statements made by individuals in the first term. Issues raised by interviewees in study schools and elsewhere also fed into the structured survey, in which respondents had an opportunity to raise further issues in the final open question. The structured surveys conducted in term 2, therefore, add a quantitative dimension to what is primarily a qualitative project aimed at increasing understanding of the pilot experience.

Flexibility was essential in this monitoring project, which shadowed the pilot scheme in a year of change and uncertainty for teacher educators. Besides the

publication of SOED guidelines, issues about future resources were constantly on the agenda. Our methodology had to be flexible to take account of what we learned of our informants' concerns and attitudes throughout the year, of changes within the course and of changes in the external climate in the world of education in Scotland.

We can cite instances of changes to both methods and timing of data collection in response to such considerations. For example, we originally planned a simultaneous questionnaire survey of both co-ordinating mentors and pilot headteachers towards the end of the second term. Because co-ordinating mentors in study schools had told us that they valued opportunities to meet with their colleagues from other schools, but were clearly very busy while the students were in school, we opted instead for a round table discussion with this group at SCRE in the week before the third term student placement began. We moved the headteacher survey to the end of that term, allowing headteachers as much time as possible for reflection on the past year and for clarification of the school's plans for participating in teacher training the future.

Other modifications to plans included in the original proposal as approved by SOED followed discussions with the MHI internal review group after the research was commissioned. For example, MHI was happy to give us access to the training materials used in the January mentor training workshops on assessment, but felt that our presence there would have been unhelpful to participants. The Project Development Officer and Research Assistant therefore provided an account of the workshop programme, which we were able to use to frame questions for interviews with workshop participants after the event.

We understood the concern of MHI to protect participants in the pilot from being over-researched: avoiding disrupting the pilot by ubiquitous research was an important consideration in our own methodology, although we also found that some participants found it useful to reflect on their experience in our interviews. The particular responsibility which we felt towards students on the course is described further in the introduction to Chapter 3. We tried to ensure that our visits to schools did not coincide with visits of the Project Development Officer, and that our questionnaires to students were not sent out at the same time as questionnaires for the MHI internal monitoring. Beyond collaboration on timetabling, however, the internal and external monitoring were totally independent: since our external monitoring is concentrating on general issues resulting from the SOED policy initiative of increasing school experience and introducing mentoring, we hope that the findings will be complementary.

Finally, confidentiality was an extremely important consideration. Care has been taken to preserve informants' anonymity and individual informants' views are ascribed only with their permission. In this report, references to the names of individual schools and subject departments have been suppressed and the gender of mentors has been concealed to reduce the possibility of identification.

2.5 Methods and sources of information

A broad range of methods was needed to study the many different complex social and pedagogic situations while maintaining the trust and co-operation of

all the parties involved in schools, the College and education authorities. We collected information from students, college and school staff throughout the year to monitor how their views changed. This was done through interviews and questionnaires. As situations varied from school to school and subject to subject, we also selected certain schools for more focused study, collecting evidence from different participants in that school. This enabled evidence to be triangulated.

The following sources provided information to help understand the pilot PGCE from the participants' viewpoints:

a. Students

In the three pilot study schools, interviews, group discussions and attendance at scheduled meetings enabled researchers to track the concerns of pilot students throughout three terms; in non-pilot study schools, students were interviewed in term 1.

In addition all pilot and non-pilot students were surveyed in terms 1 and 2. Open questionnaires were sent to a random sample of 70 non-pilot students in term 3.

b. School staff

All mentors and a sample of supervising teachers were surveyed in term 1 and mentors were surveyed again in the following two terms. Staff in the pilot study schools had discussions with their researchers throughout the year; supervising teachers in non-pilot study schools were interviewed in term 1.

Co-ordinating mentors in the study schools were able to make their views known to researchers on a regular basis. All co-ordinating mentors were invited to SCRE for a half day discussion about the pilot in term 3.

Regents were sent an initial letter about the project and those in study schools had discussions with researchers on their visits.

Headteachers of all schools providing placements in 1992/3 were invited by letter to give their views on the pilot scheme. A questionnaire was sent to headteachers in all pilot schools and a sample of non-pilot schools at the end of term 3. Interviews were also conducted with study school headteachers.

c. Moray House Institute staff

The course leader and project officer were each interviewed three times over the year and also contributed to several informal discussions. The Director of Teacher Education in the Institute, her research assistant and the leader of the PGCE (Secondary) review group were each also interviewed once.

All staff teaching on the PGCE, excluding senior management staff, were surveyed in terms 1 and 2. Four staff were interviewed in depth in term 1. Individual interviews were conducted with a larger sample of 15 staff in the summer term, some of them following up earlier interviews.

d. Other contributors

Regional officers from the three contributing authorities, senior members of staff from three other teacher training institutions and the GTC also provided information through interviews. The project was also informed by contributions from other researchers and HMI colleagues.

e. Documents

Moray House course materials, information sent to schools, mentor training materials and minutes of various meetings connected with the pilot provided further information.

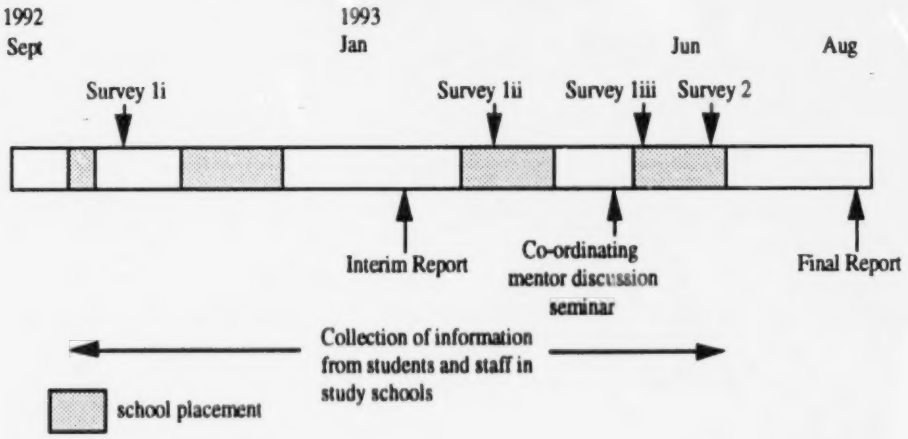
In total, thirteen open or structured questionnaires and seven different interview schedules or guidelines featured in the project. We have included in Appendix 3 just three examples of questionnaires and interview schedules: the first fairly open questionnaire sent to pilot students in the first term; a highly structured questionnaire for mentors in the second term; and the loosely structured guide for interviewing MHI staff in the third term. Interviews were not all taped but quite detailed records of interviews were returned to informants for their comments on the accuracy and fairness of the account. Informants could also amend items which they felt were too confidential or where their anonymity might be breached. These confirmed accounts were those used in the data analysis.

2.6 Timetable of data collection

The timetable of completed work is set out in Figure 2.1.

Figure 2.1

Timetable for data collection



Note

Survey 1i sought views of all students, mentors, and MHI staff, and of a sample of supervising teachers.
Survey 1ii sought views of all students, mentors and MHI staff.
Survey 1iii sought views of non-pilot students and mentors: interviews were used in term 3 to gather views of pilot students and MHI staff.
Survey 2 sought headteachers' views at the end of the year.

2.7 Summary of data collection methods

Further details of the methods used including the 'study' schools and surveys are available in a technical appendix to this report (Appendix 3). Table 2.1 summarises the programme of data collection.

Table 2.1 Overview of data collected for the project

Source	Term 1	Term 2	Term 3
Students: pilot group	Q S	Q S	S
Students: non-pilot group	Q S	Q	Q
Mentors	Q S	Q S	Q S
Supervising teachers	Q S		
Co-ordinating mentors	S	S	D S
Regents	S	S	
Headteachers: pilot schools	S	S	Q
Headteachers: non-pilot schools	S	S	Q
MHI staff (tutors)	I Q	Q	I
MHI staff (course core group/key others)	I	I	I
Education authorities		I	I
Other informants outwith MHI	I		I

Note

Q survey questionnaire
S activities in study schools
D round table structured discussion
I interview

Each of the following four chapters provides more details of the methods used in relation to the particular group of informants.

SECTION 2: FINDINGS

The five chapters in this section describe the data collected during the monitoring project. The reader in a hurry will find a synopsis in Chapter 7, which draws together the views of all our informants on key themes.

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3 Students' Views

3.1 Introduction

Student teachers almost always enjoy and value the part of their course which they spend in schools. A placement experience, whether with a mentor or a supervising teacher, offers those in training the chance to discover whether they have made the correct choice of career and will enjoy teaching; whether they can learn to plan and deliver a lesson, hold the interest of a class of youngsters and help them learn; and whether they can put into practice the ideas and methods discussed in college. Interpreting student responses in this current research project was likely to be difficult, or even controversial. The PGCE (Secondary) Pilot was designed to enhance the placement experience of students: even if students were overwhelmingly positive about their experience in pilot schools, might cynics not argue that this reaction was simply what you might expect from any group of students on any school placement? Each student has experience of only one mode of training and cannot know whether a longer or shorter period in school would have enhanced learning and professional development. In short, demonstrating that students on the pilot programme felt they had gained a lot from the experience would not be sufficient to prove that the Pilot had been a success.

Gathering student views of a short and intensive course required a sensitive approach. In particular, we tried to:

a) take up as little of the students' time as possible;

b) avoid heightening students' anxieties about the splitting of the course into pilot and non-pilot groups this year.

(a) First and foremost, it was necessary for the research to minimise disruption to these few busy months of students' training. All groups of participants in this research were very busy people and we tried to use as little of their time as possible in collecting their views. Students were, however, in a different position from our other informants: whereas college staff, mentors and other staff in schools could be regarded as medium-to-long-term stakeholders in the pilot, with an interest in the outcomes which may affect the way they work with future cohorts of students in training, the students themselves were having a 'one-off' opportunity to qualify for a new career. It was important not to distract them from that purpose, or 'over-research' them. Ways in which we put this policy into practice included:

- keeping the questionnaires short (and not sending reminders to chase non-respondents);
- negotiating to avoid clashes in the timing of our data-gathering and that of the MHI internal monitoring;

- making clear to co-ordinating mentors that students in study schools were not obliged to speak to us (although none refused);
- keeping out of classrooms and, except occasionally by invitation, not observing interactions between individual mentors and students. Particularly in a year when mentors were still learning how to handle their new role, the presence of researchers in mentoring sessions might have proved irritating and possibly damaging for both mentor and student. We limited ourselves instead to interviews with each party in which they reflected on what they had been doing;
- fitting in with the existing arrangements for student support in the study schools. For example, in one school, each student was interviewed individually in term 1, and took part in small group discussions in term 2; but this information was supplemented by the researcher's attendance at two of the regular meetings between the co-ordinating mentor and students. Reassurance that the students had not felt 'over-researched' came when several of them expressed regret that the research design did not permit the researcher to follow them in term 3 to the five different schools in which they would be scattered.

(b) Students had not chosen to be on the pilot programme: one hundred of over two hundred and sixty students starting the course had been allocated to it at random, the rest following the non-pilot programme. If we had limited our research to the pilot students, we should have missed the opportunity to assess the differences between what the two groups said about their course and their school experience. We expected some students to be anxious about the splitting of the cohort and to feel disadvantaged either by *being* on the pilot or by *not being* on the pilot. Our open question in the term 1 survey, in which we asked students to identify any concerns about their course, confirmed that there was considerable unease on both sides about the split. Knowing that college staff were committed to being fair to both groups and were reassuring students that their experiences would be *'different, but equivalent'* we took particular care to ask students about their *own* experience. Nevertheless, despite the fact that we did not ask for comparisons, some were offered both in questionnaires and in interviews.

Many of the issues which were causing concern will have been picked up by the MHI internal monitoring. We know that there is no intention to retain a split-course pattern in the long term. It is, however, necessary to note here that the split had a considerable effect on the attitudes of students, college staff and staff in schools, and has therefore probably affected our findings. Our brief was to look at the wider issues: for instance, did students find that a topic such as classroom management could be dealt with effectively by mentors in schools? In asking about this topic, however, we were aware that the views of pilot students were coloured by the knowledge that the majority of their peers were spending a week in college looking at these issues with their tutors; and fear that they might be missing out heightened some students' anxiety. It should also be noted that peer support blurred the division between the two groups. Some pilot students obtained lecture notes and handouts and discussed the college input in the split weeks with their non-pilot colleagues, and might therefore be considered to have

had the best of both worlds. Interaction, both competition and co-operation, between students in the two groups would certainly have been one of the factors invalidating any attempt to treat this research project as a simple experimental design, comparing and contrasting their achievements as if the training had been undertaken in laboratory conditions.

It was important that no-one, and particularly no student, should believe that the external monitoring project was simply trying to prove that the pilot students were getting a better deal than the rest of the course, or vice versa. To demonstrate that our aims were more complex, a copy of our project leaflet describing the research was sent to all students with their first questionnaire.

Table 3.1 below summarises how data were collected from students, pilot and non-pilot, throughout the year. Further details of surveys and response rates are given in Appendix 3.

Table 3.1: Information from students

Students	Term 1	Term 2	Term 3
Pilot	Questionnaire to all; interviews in study schools	Questionnaire to all; group discussions or interviews in study schools	Approx 30 interviews in study schools (different students from terms 1/2)
Non-pilot	Questionnaire to all; interviews in study schools	Questionnaire to all	Questionnaire to random sample of 70

Different, but parallel, versions of the term 1 questionnaire (Survey 1i) were sent in October to pilot and non-pilot students, asking, in open questions, about their expectations of their course, anticipated benefits and their concerns, if any. Survey 1ii, in the second term, consisted largely of structured, closed questions with boxes to tick, to encourage responses from students in their busiest term. The same format was used for pilot and non-pilot. Students were asked who was helping them in twelve specified areas of their professional development, and to what extent. A further set of questions, based on statements made by individual students in term 1, sought to discover whether their colleagues agreed or disagreed with these statements. Most respondents also took the opportunity to express their current concerns in the final, open question. In the third term, open questionnaires (Survey 1iii) were sent to a random sample of 70 non-pilot students to balance and complement the qualitative data from our interviews with pilot students in study schools. Both groups were asked, near the end of their course, to reflect on their experience over the year and to comment on their development and the support they had received while on placement.

Throughout the year, our interviews with students in the three pilot study schools enabled us to talk to over half the pilot cohort, since the changeover in term 3 brought into the study schools a fresh group of students from other pilot schools. In order to provide a baseline of what a student's experience might be for a placement on the traditional course, we also interviewed students in three non-pilot study schools in term 1. An important focus of our research was on

changes in the length and nature of school experience, and therefore it was appropriate that the timing of our surveys and interviews coincided with the periods which students spent in schools. The only exception was Survey 1i, which was timed to gather information about students' expectations before they began their long placement at the end of term 1. All questionnaires were administered by post in order to minimise disruption to the work of MHI. Despite the proximity of our premises, we sought no contact with the students during the college-based components of their course. (There was one exception to this general principle: a few students from one tutor group accepted, with the course leader's blessing, our invitation to a lunchtime session to help us pilot the Survey 1i questionnaire.)

In the remainder of this chapter we shall describe and discuss:

- what students said about the support they received while on placement: their expectations of their mentors and other staff in schools, how they worked with them and how this helped their learning and development;
- students' views on the structure of the course and the organisational features which distinguished the pilot from the non-pilot programme;
- issues raised by students about the relationship between the school and college components of their course; and
- issues of assessment and quality control about which students expressed concern.

In each section, precedence will be given to the testimony of pilot students. The views of non-pilot students will be used, where appropriate, to put the pilot students' views into perspective.

3.2 Support during the school experience

3.2.1 What did the students expect?

Our first questionnaire, sent to students when they were about to begin their first long placement in term 1, asked them to describe, in their own words, their expectations of what they would gain from mentors, supervising teachers and other staff in schools. Not surprisingly, (since pilot students had been randomly selected) the pattern of response from the non-pilot and pilot students was very similar. The most common expectations of help from mentors/supervising teachers were of professional advice about what was frequently referred to as the 'reality' of teaching (mentioned by 60%):

first hand knowledge of what is being taught and how

guidance in the practical world, or the real world!

and of practical skill development and help on the spot (mentioned by 43%):

guidelines for preparing lesson plans

on the job training, help on the spot.

The only difference between the pilot and non-pilot students appeared to be in their expectations of help *from mentors or supervising teachers* with subject teaching and advice on the curriculum. Of the non-pilot students, 50% mentioned

subject help, but only 30% of the pilot students expected this, presumably because some of the pilot students were already aware that they had been assigned to a mentor who taught a different subject. Relatively few (around 20%) mentioned expectations of help with information about the school and its environment, and even fewer mentioned - at this stage - social support and encouragement from mentors or supervising teachers, in comments such as:

showing you the ropes - friendship and help.

availability for personal problems.

Teachers other than the officially designated mentor or supervising teacher were seen predominantly as a potential source of advice or guidance on subject teaching, and as providing opportunities for exposure to different ideas about teaching, for observation of different teaching styles and methods and for friendly social interaction in the school environment.

To sum up, students began their school placements with a variety of expectations about what they would learn in their school experience and about the nature of the help they might need and the teachers - mentors, supervising teachers and others - who might provide it.

3.2.2 *How they worked in the early weeks of teaching*

With these expectations in mind, we began talking to staff and students in the study schools in November 1992, to discover how students saw their mentors' role after a few weeks of working together. Almost all the students we spoke to were enthusiastic and appreciative of the support they were receiving from their mentors or supervising teachers. Students had high expectations of the usefulness of the placement:

> *School is the place where you measure your powers and strengths, not college. It is not until you see a blank face that you either experience what it is like or address how one might respond to it. It is no good discussing blank faces in college.*
>
> (Pilot student, interview, term 1)

The interviews revealed a wide range of personal anxieties about the changes required to make them feel like 'real' teachers: some were primarily concerned about classroom management, about being taken seriously by pupils; others were worried about coping with the curriculum, particularly in subjects which had not been a major part of their own degree studies; others again were still reeling from the 'culture shock' of being in a Scottish secondary school, either because they had never been in one before this year or because they found that classrooms had changed considerably since their own schooldays. Students appreciated a mentor's ability to understand their individual starting point and to help them move forward:

> *My mentor relates very well to what you are going through: [s/he] doesn't just ask - 'are there any problems?' [The mentor] will break it down, ask questions so that you have to say, in some detail - [s/he] is quite clever at doing that - what exactly you feel about certain things.*
>
> (Pilot student, interview, term 1)

Looking back [on the first term placement], I can see that there was natural progression there, with the teachers I was with as well, at first spending a lot of time in the classroom with me, and then gradually they felt I could cope with more. In the first term [mentor] encouraged me to use school resources 95% of the time and maybe put in just 5% of my own resources, because this was to get me up on my feet in front of the class: then maybe towards the last two weeks of that placement I was bringing in much more of my own stuff; then when I started again the second placement, everything was coming from me or I was adapting things to suit me. I didn't see the progression at the time but I can see it looking back.

(Pilot student, interview, term 3)

Another reported being less fortunate:

I think my mentor had a problem putting [him/herself] in my shoes: I might be seeing something as horrendous and [mentor] would say: 'What is the problem here?' [S/he] wasn't entirely sympathetic - a very competent teacher ... but the things that seemed major to me were not anything to [the mentor]. That's not helpful: you need to try to understand what the student feels.

(Pilot student, interview, term 3)

Most students said that in their first weeks of teaching they had discussed lesson plans with their mentors before taking the class, but by December, mentors were encouraging them to have confidence in their own plans - and possibly to make their own mistakes, from which they would learn:

It's up to me to produce the lesson, take it and then we look at it. [The mentor] takes a back seat while I'm teaching, may wander out of the room. For a start the children were not sure whether to ask [the mentor] or me if they wanted help, so if they started to ask the mentor, [s/he] would disappear, so they were forced to ask me. We usually, almost always, discuss lessons; we have two periods set aside each week, discussing general issues and progress.

(Pilot student, interview, term 1)

[Mentor] will ask beforehand what I'm going to be doing with the class: if I have no problems, [mentor] doesn't insist on seeing a verbatim account of what I will be doing. It's very informal, but we have a discussion around it, the nature of the class. S/he's always there if I need any help, makes it quite clear that if I've got any problems - just come and see me anytime. ... It's not just the mentor ... the rest of the staff are friendly and ready to help as well.

(Pilot student, interview, term 1)

Approachability and willingness to help, both with queries about the school and the curriculum and with evaluations of lessons, were clearly much appreciated by students. Particularly in small departments, where a high proportion of the student's teaching was done in the mentor's classroom, some said they had developed quite intense relationships and had learned a lot through team-teaching; others had enjoyed being left to teach alone, but aware that the mentor was not far away:

> *[My mentor] knows my capabilities and generally leaves me to get on with the job, appearing at the right time, for example, [s/he] knows I have trouble with ending lessons, - then I'm aware of [his/her] face appearing just at the right moment to observe, remind me.*
>
> (Pilot student, interview, term 1)

Even by the end of term 1, and certainly in term 2, however, students with mentors who taught other subjects were becoming aware that there were limits to the quantity and quality of support that their mentors could offer them, and were beginning to depend more on the PTs and other staff teaching their own subject for specific help with lessons. Mentors still made efforts to watch students teach in other departments, and could comment on general issues such as classroom management, but were less able to comment on the subject content and the level at which the lesson had been pitched. Not all students in this position were as positive and self-reliant as the one quoted below, who described evaluation after the lesson as:

> *maybe more of a problem - not because of any reluctance on the part of the teachers, but because of pressure of time. PT doesn't have time - as a mentor would - so we have to squeeze it in. If another class comes in immediately, it's difficult to have time to do a detailed evaluation. I do evaluations of my own, but that is par for the course, part of my development.*
>
> (Pilot student with mentor in different subject, interview, term 1)

Classroom management was the topic which pilot schools were asked to cover, using a unit prepared by MHI staff, in the main first term placement. In our Survey 1i, 50% of pilot students had spontaneously, in an open question, expressed concern about missing the college sessions on this topic. At least in our study schools, we found that most of this concern had evaporated by the time we spoke to the students, several saying that they now felt school had been the best place to cover this. We know, however, that the arrangements in pilot schools for dealing with split-week course units varied greatly: some arranged sessions led by the co-ordinating mentor; in others mentors took the lead; elsewhere, students told us, they were given no help and were expected to work through the unit alone. Some schools tried to cover the unit in the first week, while others chose to spread it throughout the placement, integrating it with the students' growing experience in the classroom. A student described how one mentor handled it:

> *We have been talking through this unit on classroom management, with the other student who shares my mentor, talking about our own experiences. If we say something is awful, my mentor may advise on what it might have been better to do, send them out of the room or send to Head of Department. [Mentor] stresses the importance of not letting the pupils know you are losing your rag; does not generalise, but will ask you to name a specific instance where you felt like you've lost control a bit.*
>
> (Pilot student, interview, term 1)

Clearly this topic can be dealt with in schools in a manner which students find useful. Experienced teachers were seen to be well placed to discuss the issues in classroom management. Students who did not receive help in integrating their own classroom experience with the contents of the unit were less satisfied.

To sum up the picture of mentoring which emerged from students' descriptions of their experience in the first term, it was clear that students were appreciative of the time and trouble which mentors took to answer their queries and introduce them gradually to classroom practice. We found considerable diversity both in what students considered their own needs to be and in the styles of mentoring which they said they were receiving. Although anxiety about missing college sessions on resources and classroom management subsided, having a mentor in another subject department was still seen as a disadvantage by most of the pilot students interviewed. Students with 'out-of-subject' mentors generally felt they had less 'right' and less opportunity to spend time discussing their teaching with staff in their subject department than students with a mentor in their own department.

3.2.3 Support in the second term

The pilot students we spoke to in term 2 were frantically busy. The burden of preparation for classes had increased: they were taking more classes on their own, and were conscious of trying to consolidate what they had learned on their first placement and in the intervening weeks in college. They were worrying about college assignments for which they could find little time because they saw lesson preparation as their top current priority. Since they had returned to familiar schools, some felt less need of a mentor:

> *Last term mentors were more of a reference point, but I know my way around school now.*
>
> (Pilot student, interview, term 2)

Some students with mentors in another department said they needed more subject help at this stage in their development, and felt they needed to make more demands on the PT and other staff in their own department.

Formal assessment was also imminent, and students were aware that staff who observed them teach were not only providing formative feedback, but also gathering evidence for their contribution to the school assessment. Assessment is discussed more fully below; but it is worth noting here that most students felt that their assessments would contain no surprises and that the role of their mentor as friend and supporter was not incompatible with that of assessor. One commented:

> *My mentor will be honest: [s/he] is telling me things all the time. There will be no surprises in the assessment from the department. We are friends - but [s/he] has no hesitation in identifying what [mentor] calls 'areas for development' - I call them weaknesses.*
>
> (Pilot student, interview, term 2)

Term 2 was also the term in which we took soundings, through the postal questionnaires, on how much support students believed they were getting from MHI staff, mentors/supervising teachers, co-ordinating mentors/regents, other teachers in their placement schools, and fellow students on the course. Despite the fact that pilot students were scheduled to have four weeks less contact time with their college tutors, we found no significant difference between the numbers

of pilot and non-pilot students acknowledging that they had been helped to a great extent by their MHI tutors; but we did find significantly ($p<.05$) higher numbers of pilot students acknowledging that they had been helped to a great extent by their mentors in all the following areas:

- understanding theory;
- the subject content of teaching;
- developing teaching methods and skills;
- discipline and classroom management;
- assessment of pupil learning;
- developing a professional perspective;
- discussing and evaluating the student's own teaching;
- coping with day-to-day problems or anxieties about teaching;
- providing a role model for the student as a teacher;
- helping the students know whether they were meeting the standard required to obtain the PGCE at the end of the year;
- selecting suitable resources for teaching.

It must be stressed that this does not mean that 'all mentors are more helpful than all supervising teachers': but that the likelihood of a student acknowledging extensive support from a mentor was higher. Pilot students were also more likely than non-pilot students to acknowledge help from co-ordinating mentors or regents and from other teachers in their school in several of these areas. They were also significantly more likely to agree strongly with the following statements:

- my mentor/supervising teacher has given me the support I expected (64% of pilot students, but only 24% of non-pilot students agreed strongly); and
- my mentor/supervising teacher has had enough time for discussions with me (38% of pilot students, but only 13% of non-pilot students agreed strongly).

In this second term, students seemed to be growing in confidence, questions of **whether** they could teach being replaced by questions of **how well** they could teach. As a consequence, many perceived a change in the relationship with their mentors: what one pilot student described as *'the friendly, "hold-you-up, here's a shoulder to cry on" role of the mentor'* in the first term had given way to the role of friendly critic and provider of constructive criticism; and/or the role of willing resource and sounding board for students who wanted to discuss ideas for teaching or any other problem. Students were aware that their mentors too were very busy this term, preparing pupils for approaching examinations. In these circumstances, mentors who did not give them the impression that the students' queries were taking up too much of their time were particularly appreciated. One student recalled a mentor under pressure:

> *an exceptional character - but I felt sorry for [the mentor], [s/he] was run off [his/her] feet. Although it never came across from [the mentor's] side, I sometimes felt guilty, you know.*
>
> (Pilot student, interview, term 3)

Conscientious mentors helped students feel that they had the right to seek help and advice: others left students feeling unsupported:

> *In the second term, I was just left to get on with it. We did not have formal mentoring periods. I'm not saying [s/he] did not talk to me ... but I never felt that [s/he] was fully concentrating on me and any problems I had and how I felt I was doing, that was always an aside that came after everything else.*
>
> (Pilot student, interview, term 3)

Some pilot students with mentors outside their own departments distinguished between the demands they made:

- on the time of designated mentors who had a timetable allocation for helping students; and
- on the time of staff in their own subject departments who helped them.

Some built up very strong bonds with subject department colleagues, and expressed deep gratitude: but it was clear that they were less comfortable about asking for help from them, less sure of their 'right' to take up their time. The question of the difficulty of asking for help from a busy teacher also arose in some of the non-pilot students' experiences:

> *Looking back, I probably did not ask for enough help, I just taught all my classes. PTs are very busy people ... I had a bad second crit; this has sapped my confidence somewhat. I enjoyed the teaching and was OK till then.*
>
> (Non-pilot student, questionnaire, term 2)

> *My co-ordinating regent [sic] was good at providing knowledge of the school re background information etc, but I was very disappointed at the lack of support I received in my department when it came to me teaching classes. Most of the time I taught classes without supervision, and prepared resources without (supervising) teacher input. As a result of this, plus a lack of teachers' time to evaluate my performance led to confusion on my part as to my effectiveness as a teacher. This led to a reduction in my confidence overall. I would have appreciated more support from class teachers during my first term placements. However, I feel my subject tutors in college have been very good* ***whilst in college****, but during the placement, I have missed their support and found this very stressful.*
>
> (Non-pilot student, questionnaire, term 2)

It may be tempting for mentors or supervising teachers to believe that because students appear to be able to cope with classes alone and do not ask for help, they must therefore be coping and making good progress. In fact, they may be lacking confidence in the quality of their teaching *and* lacking the confidence to make demands on teachers' time. Other non-pilot students were satisfied with the level of support they were offered, and the help which was available when needed.

To sum up the patterns of the data we collected about students' experience in the second term, most felt the need to be left alone to teach for part of the time. They were growing in confidence, but most still wanted feedback, constructive criticism and reassurance that the decisions they were taking about lesson plans, resources and teaching methods were appropriate. Students

in pilot schools were becoming more independent of their mentors than in the first term, taking more of their own decisions, looking for less of the friendly support and encouragement which had helped them settle into their schools in term 1, but for more constructive criticism and practical advice to help them develop their professional skills.

3.2.4 Do you still need a mentor in the third term?

Those students who had built up close relationships with their mentors over the first two terms had mixed feelings about changing school at the end of term 2. They felt it had been a real advantage to be helped and assessed by teachers who had got to know them so well, but felt very conscious that they had only experienced one school and saw the transition as *'good preparation for starting a new job'*. In term 3, students who said they were settling in well to their new school nevertheless tended to refer to their first school as *'my school'*, and several mentioned that they were keeping in touch with staff in their original schools. For these relatively confident and experienced student teachers only a few weeks away from probationer status, the relationship with their new mentors in term 3 was likely to be rather different from that which had developed with their first mentors over two terms.

Other factors made the third term different for these students. Senior pupils were still taking exams when the students began their placements; many schools changed their timetables during the placement; school trips and sports days disrupted the teaching timetable. The cumulative effect was that there were fewer classes available for students to take and, because of the shortness of the placement and the need for pilot schools to gather evidence for assessment, some students found that their teaching was being observed more frequently than it had been in the second term. Some said they would have preferred more privacy to experiment and get to know their classes, although almost all acknowledged that they still had plenty to learn about teaching:

> *I find I have some very supportive people here, and I think anyone who thinks that in their third term they don't still need to develop in their teaching career has got a problem.*
>
> (Pilot student, interview, term 3)

Another pilot student described still needing

> *that person there to give advice and support, although it is less support than I needed right at the beginning, and maybe a different kind of support, a different kind of advice ... now the questions are more policy, assessment, different kinds of things, much wider.*
>
> (Pilot student, interview, term 3)

Others sought from their new mentors identification of their strengths and weaknesses, further skill development, or support in becoming more adventurous in their teaching approaches. Support in preparing for job interviews, and in coping with disappointments and anxieties over vacancies was another area in which pilot students acknowledged help from school staff in term 3. Although most were not worried about failing to obtain a PGCE at this stage, since most of their assessment was already complete, some were still anxious to obtain the highest possible grades on this placement because of the intense competition for teaching posts.

The non-pilot students shared the pilot students' view that support from staff in schools was still needed in term 3. Only four of the 33 non-pilot students who replied to our term 3 questionnaire said they needed no further help or support. The response from one of their colleagues casts doubt on the claim by these four:

> *No aspect of my teaching is perfect. Advice is possible for every aspect. Any student who claims not to need advice from an experienced teacher is lying.*
> (Non-pilot student, questionnaire, term 3)

There was some consensus amongst the non-pilot students that the pressure is off in the third term, enabling them to relax, try out new approaches and become more self-reliant *'without feeling the nerves and pressures of the previous terms'*. This meant that the placement could be used for consolidating or fine-tuning what had been learned the previous two terms and was a placement where they were *'supported but not so strictly monitored; it's beginning to feel like a job'*. Some students wanted help with developing skills which would be appropriate for probationers but which they had not needed whilst on placements, such as record keeping, administration, and structuring courses. Others, however, wanted to make the most of their training year either by consolidating their skills in areas such as classroom management and organisation, dealing with problem pupils and keeping abreast of curriculum developments; or by making the most of opportunities that were unlikely to be repeated once the training year was over, such as shadowing pupils in one of their classes for a day.

By their third term of teaching experience, it was clear that both pilot and non-pilot students were taking a much more active role than in previous terms in identifying their own training needs. Most still valued feedback and advice, although we found some tension between some pilot students' desire to teach independently and unobserved and the necessity for staff in pilot schools to observe their teaching in order to produce an assessment grade. The relationship between student and mentor generally appeared to be less intense than it had been in the first two terms, guidance, nurturing and encouragement sometimes being replaced by quasi-contractual negotiated support on specific areas of their teaching. Although many pilot students interviewed at the end of term 2 and in term 3 admitted to anxiety about moving from their 'base school', most seemed to adjust to their new environments.

3.2.5 The role of mentors and supervising teachers in student development

In addition to the above chronological review of the mentoring year, the following general observations arise from the students' accounts of the assistance they received in schools.

- The help which students acknowledged from their mentors was far more wide-ranging than the students themselves had anticipated in their responses to the first term survey. Although some students acknowledged considerable help and support from 'out-of-subject' mentors, most felt it was preferable to have a designated mentor in their own department, with a timetabled allocation of mentoring time for reviewing the students' progress. 'Out-of-

subject' mentors could help with general professional development, but most students also wanted guidance on the curriculum and resources in their own subject. For this they turned to teachers, and especially to the PT, in their own department - but were aware that other teachers had less time for their questions, and felt they had less 'right' to take up their time.

- When help was offered by the mentor, especially in term 1, it was generally gratefully received. This did not necessarily lead to dependence on the mentor. A good supportive relationship in term 1 laid the foundations for appropriate assistance in term 2. As students became more confident and able to teach classes alone, mentors who stood back and allowed them to become more independent could be sure that their students would feel they had the right to come to them with problems, and that their mentors would have time to discuss lesson plans and to help evaluate their teaching. A good working relationship between student and mentor also facilitated the giving and receiving of formative assessment and constructive criticism.
- Students' own perceptions of their needs varied widely, as did their expectations of help from staff in schools. Some were confident and self-reliant from the start, others wanted to be guided and encouraged. Expectations of support from teaching staff in the second (and, for non-pilot students, third) placement school were influenced by students' experience in previous placement schools. Whereas beginning students might have been unclear in term 1 about their expectations of what a mentor might do to help them, by the time they changed school some knew exactly what they wanted from term 3, and appreciated the opportunity to plan out the use of the third placement jointly with the mentor.
- Many who expressed misgivings about the quality of support in schools completed the course and may go on to become excellent teachers. Self-evaluation (which was of course encouraged by mentors and enhanced by discussion with them, but did not depend upon their collaboration) and peer support were used by some to compensate for lack of desired support from teachers. Good mentoring did appear to be helping in the development of the 'reflective practitioner', but students' references to college tutors, peers and the skills which many of the students had developed in their previous careers showed that these too were important in this process.
- Although most students benefited from their experience of the pilot, reports of the difficulties of those few who did not receive the support they wanted from their mentors raise questions of quality assurance. Some students said that the important role of mentors in assessment had made them reluctant to complain, for fear of damaging the relationship further and prejudicing their grades. If students are unwilling to draw attention to poor mentoring, except in a confidential interview with a researcher, it is clearly difficult for either the college or the co-ordinating mentor to establish that there is a problem and to take corrective action.

3.3 Course structure and organisational features

In this section we consider some of the student views of the features of the pilot which distinguished it from the non-pilot, including:

- the number of schools in which each student spent a placement;
- the number of students in each pilot school;
- the pairing of students in pilot schools;
- the organisation of the programme in schools.

3.3.1 Number of schools

As explained above, pilot students spent their first two terms of placements in one school, and changed to a second pilot school for term 3, whereas non-pilot students followed the traditional pattern of starting in a new school in each term. Even in term 1, in answer to our open question in Survey 1i:

> *What are your concerns, if any, about the Pilot PGCE (Secondary) course?*

five of the 56 pilot students expressed concern about not having enough variety of school experience during their training. In the second term, the student questionnaire tested the spread of opinion on this issue, by asking whether students agreed or disagreed with the statement:

> *I should have liked to (or, in the case of pilot students, am glad I shall) return to the same school for my second placement.*

We found that pilot students were significantly more likely to agree with the statement, which suggests that both pilot and non-pilot students were adjusting to the opportunity which they had been offered. In general terms, students wanted a course which provided opportunities for them to experience teaching as close to 'reality' as was possible. Two terms in the same school was seen by pilot students as giving them an opportunity for continuity, for getting to know classes better and seeing pupils making progress. They developed a sense of belonging to the school, and had an opportunity to progress - and to be seen by mentors to progress - over the two terms leading up the important assessment at the end of term 2. 'Reality' was interpreted by non-pilot students in a different way. Experience of three different schools was considered to be of value in giving a variety of school experiences to prepare them for future employment. Thus the two client groups for the most part made the most of their different experiences.

Some pilot students, although happy with the principle of having only two placement schools, said they would have preferred to change schools after the first term. Reasons for this view included the desirability of having experience of two schools before beginning to apply for jobs; the possibility of making a fresh start after any mistakes made in the early weeks; and the greater ease with which familiar students returning for a second placement might be assimilated into schools during the 'messy' third term. A related suggestion was that the school placements should be concentrated in the first and second terms, with the third term used for college work and assignments. The student who suggested this felt this would avoid the upheavals in schools in term 3, but also put forward educational arguments:

> *Some of those assignments we did at the beginning were not really useful because we did not know what we were talking about, it was just theory then: we could make more sense of the college bit now. You get plunged in at the deep*

end in schools, but the third term is less useful because of the way schools are run: we should be in college then. There are questions I would like to ask my tutor now.

(Pilot student, interview, term 3)

Finally, we must note that there were some pilot students who would have welcomed an early release from their two-term placement, when they did not find the support they wanted in their first school. One reported:

I wanted more choice, wanted to see more schools, instead I wound up teaching for seven months in a comprehensive ... Eventually it began to seem more just like a job; you tend to forget you are on a course because it is so routine. I think the school placements are long: when you are a single student in your subject in your school you can get really isolated.

(Pilot student, interview, term 3)

The majority, however, were happier with their experience and appreciated the continuity:

It was marvellous to come back, knowing the staff, policies and structure of this school.

I don't need a variety of types of school - this is my type of school - what everyone needs is a variety of types of teachers as models.

It would have been difficult for staff to assess us and help us if we had only arrived two weeks ago, therefore it is an advantage to be in the same school for two terms. They know us better, and their assessment is more useful.

(Pilot students, interviews, term 2)

3.3.2 *Number of students in one school*

Pilot students were largely appreciative of being one of a large group of students in the school. In addition to the administrative advantages in having a team of five mentors and a co-ordinating mentor, students perceived gains in peer support:

Being one of ten helped enormously last term: we were all so much more insecure than we are now. Because this is the third term we don't need as much. We still meet and chat about what happened in the classroom, but it is not needed as much.

(Pilot student, term 3 interview)

Others noted that schools were more likely to make a special effort for a large group, and that there were advantages in sheer visibility:

Peer support is a big plus: coming in here, ten of you, you all come together, everything is organised. I know people who are going out in ones and twos in schools and nobody knows they are there, and it's not a big thing, but here I like the staff seeing at break that there are students there.

(Pilot student, interview, term 3)

By contrast, some non-pilot students reported relative neglect and isolation:

> *I have been on my own in my three schools and had little contact with regents except for some support at [one school].*
>
> *All the schools were very helpful. The department was there when you needed them for advice and help, and in all the departments I was in I was treated as a member of staff. However in the staff room I felt I was an outsider - which is inevitable.*
>
> (Non-pilot students, questionnaires, term 3)

Many of the pilot students said they felt well integrated in the staffroom and would have disagreed with the idea that students are *inevitably* outsiders in the staffroom. It would be wrong to suggest that this happened in all non-pilot schools. In our non-pilot study schools, for example, we met students who were enjoying very friendly and thorough support from their subject departments and had regular timetabled meetings with the regent and other students in the school to discuss their progress and whole-school issues. One non-pilot student saw potential disadvantages in being one of a large group:

> *Having been one of only two students in a school, I found one was more of a novelty and less of a menace to the staff in general, and this made the school friendlier.*
>
> (Non-pilot student, survey, term 3)

Some regents are already putting a lot of effort into integrating students into their schools, and, if the Pilot is to be extended, will surely enjoy the role of co-ordinating mentor. Nevertheless, the most frequent comment from non-pilot students with experience of three placements was that schools varied enormously in their treatment of students. The degree of social integration which students on placement are offered is perhaps dependent on the school ethos and the attitudes of all its staff, rather than the efforts of individual mentors, supervising teachers, co-ordinating mentors and regents. Ten students in a group might be as unwelcome as a single student in some schools: but they would at least support one another and would be unlikely to feel ignored and isolated.

3.3.3 Pairing

Paired students shared a mentor, and were encouraged to act as 'critical friends', observing each other's teaching and providing constructive criticism and support. Because a few of the original one hundred pilot students left the course or transferred to the non-pilot programme in term 1, not all pilot students were in pairs for their placements. Although most pilot students who were paired were happy with this arrangement, we found that they did not always make full use of the opportunities which pairing offered. Many of them 'used' their pair for general peer support, talking about problems with classes or 'crits', in some cases discussing difficulties that they preferred not to raise with their mentor. Some enjoyed meeting in a threesome with their mentors to discuss common concerns such as classroom management. They were often more wary, however, of watching each other teach, for fear of offending, or being offended, by criticism

from a peer, rather than a qualified teacher. Some overcame this wariness, and developed useful working relationships:

> *Peer support was enormously useful last term ... We used to sit in on each other's lessons quite frequently, and then had discussions afterwards. I found that really invaluable, [fellow student] was excellent, made wonderful notes.*
>
> (Pilot student, interview, term 3)

Others found that the feedback from their 'pair' rarely pointed out something that they did not already know themselves, but found other benefits from the exercise:

> *The real advantage is that you learn more about yourself by watching the other person. ... You learn more about yourself by thinking: I would not have done that.*
>
> (Pilot student, interview, term 2)

Non-pilot students who were not paired were generally happy with their situation. Some felt that they would have received less attention from staff in their department, or might have found themselves competing with the other student. Our research revealed little evidence of tension between paired students on the pilot course, perhaps because students who thought they might find it difficult to work closely as a pair were put under no pressure to criticise each other's teaching. Benefit from a 'critical friend' exercise was seen as an optional extra.

3.3.4 The organisation of the programme in school

Students were generally appreciative of the efforts taken by co-ordinating mentors to organise a whole-school programme. One student noted its value:

> *It's very useful. It gives you an overall view. You get so specialised in your own subject that you're not even aware of what's going on around you. It's useful to know, say, who is organising the option choices - he came and talked to us. It keeps you in touch with what kids are doing.*
>
> (Pilot student, interview, term 1)

Sessions for the group of students were arranged in many of the pilot schools. Some were delivered by the co-ordinating mentor or one of the mentors, for others staff from Learning Support Services or Guidance might be brought in to talk to them. In this way, students gained an introduction to the topic and also to the appropriate members of staff whom they could subsequently approach for assistance in preparing college assignments, or simply to follow up a personal interest. The size of the groups of pilot students made such seminars worthwhile. Several non-pilot students commented on the variety of provision in the schools they had trained in:

> *In one school it was made apparent that the teaching staff were not involved in whole school issues and decisions. In other schools there is much more co-operation and involvement. Therefore dealing with such issues varies from good to non-existent.*

Considering that the information the school provides has a considerable effect on the quality of our assessable assignments, it would be nice if some effort were made to ensure all students were provided with similar levels of information, regardless of school.

(Non-pilot students, questionnaires, term 3)

In schools which arranged a regular meeting between the group of students and the co-ordinating mentor, this was generally appreciated. Some students also felt they could call on the co-ordinating mentor to discuss problems or to mediate in difficulties either within the school or with the college.

3.4 Relationship between college and school components

In this section we look at the students' view of partnership in practice and the balance of college and school experience offered on their course. Did students perceive their course in college and school as effectively integrated? Given the speed with which the pilot was set up, it would have been surprising if students this year had seen their course as a seamless, integrated experience. Communication by the college, both with the students themselves and with placement schools, attracted criticism from students in the first term. Thereafter, we learned, the situation improved.

The course did offer opportunities for students to integrate school experience and college work. On 'serial days', students - both pilot and non-pilot - were sent to undertake a task set by college on a one-day visit to their placement school at the end of a week in college. Some schools - and, in particular, co-ordinating mentors and regents - were said to have gone to a lot of trouble to organise opportunities for students to make the most of serial days; in other schools, we were told, students were made less welcome, blame being attributed by the students either to the schools in question or to poor communication between MHI and schools. Some students told us they would have liked to see fuller use made of these serial days, by improving arrangements for following up the exercise in college.

Written assignments and the professional project also encouraged them to make use of what they had learned in school. It must be stressed that the written work required from pilot students was identical to the written work required from the non-pilot students: no adjustments had been made this year to the quantity or the nature of the assignments. Many of the pilot students we interviewed in the second term said they were finding the workload excessive, when they were putting so much effort into lesson planning, and were concentrating on developing their practical teaching skills and hoping to gain good grades in the important second term assessment of their teaching. Many found that their days and evenings were totally absorbed by lesson preparation, and saw the impending college assignments as a source of stress and anxiety they could not find time to remove. Some felt it was unfair that they were expected to do as much written work as the non-pilot students, who were seen as having much more spare time. The relevance of written assignments was not widely appreciated, and for some the problems were exacerbated by difficulties in

gaining access to college facilities because of placements in outlying schools. We understand that students later raised this concern with the college, and that the library hours were consequently extended.

The message about wanting to forget about college assignments while on placement was strong and clear, and we could not fail to report it. Nevertheless, it must be remembered that the data were gathered during the school placement and at a time when most students' immediate concern was to obtain good grades for their practical teaching. It must also be set against the finding, in our second term survey, that although 84% of pilot student respondents said that they had difficulty in getting access to resources for their assignments while on placement, so too did 73% of non-pilot students on their admittedly shorter placements.

Although most pilot students said they were glad to be spending additional weeks of pre-service training in schools, we also discovered demand for more time in college. This emerged in some interviews with pilot students who had learned from non-pilot colleagues of interesting sessions which they had missed in 'split' weeks. The inclusion of questions in the second term survey allowed us to establish that:

- 74% of pilot and 70% of non-pilot students agreed with the statement: 'There is not enough time to cover essential topics in my subject studies in college'; and
- 43% of pilot and 37% of non-pilot students agreed with the statement: 'There is not enough time to cover essential topics in professional studies in college'.

Opportunities for reflecting on school experience after returning to college were also affected by the splitting of the course this year. Pilot students reported that by the time they returned from their schools at the end of the first placement in term 1, the other students had already spent a week discussing their placements, and wanted to move on to other topics. This is clearly a problem which will not arise again, since all students will be spending the same number of weeks in school from next year.

3.5 Assessment

In a year when jobs were likely to be few and students felt that grades could make a real difference to their employment prospects, anxiety about assessment was high. Students were graded both by their schools and by visiting college tutors, each party contributing 50% of the final grade. Except in the few cases where students felt that the mentor had not observed enough of their teaching to form a fair judgement, there was little questioning of the right of schools to contribute to the grade. In schools where students had been receiving regular feedback and knew that the mentor would be taking into account the views of all the teachers with whom the student had worked, students felt that there would be no surprise in the final assessment.

There were some disputes over what students referred to as 'crits', lessons observed and graded by visiting tutors. One of the effects of bringing together ten students in a school is to encourage comparisons of practices in different subject

departments and of different individuals. In study schools, we found both students and mentors discussing differences in 'crit' practices which might have passed unnoticed if there had been only one or two students in the school. Students also disputed the balance between the two grades, from tutor and school: because the school's assessment was based on observation over a much longer period, and with a greater variety of classes, some felt that it should be given more weight than the views formed in a short visit of one or two periods by a visiting tutor. Others felt that the tutor should take the school's opinion into account in deciding the grade.

In conclusion, most pilot students were happy with the quality and quantity of their school experience, and appeared to have benefited from the efforts which pilot schools put into their programme. The strongest messages which came over from their questionnaires and interviews were that staff in schools, and mentors in particular, had been extremely helpful to them and that adjustments should be made to the workload set by college if students are spending longer on placement.

4 Views of Staff in Schools

4.1 Introduction

The predominant message from pilot schools is that mentors and other staff have tackled the pilot programme enthusiastically, have put considerable effort into supporting students and have seen benefits to students, to their schools and to themselves. Mentors feel they have learned from the experience and, with some exceptions, are looking forward to putting what they have learned into practice in their future work with students and MHI. While this predominant message is positive, many of our informants expressed some doubts, reservations or anxieties about the future of teacher training. In this chapter we look more closely at what was said throughout the year about the experience of student placements and of the pilot programme by the following groups of staff in schools:

- mentors and supervising teachers
- other teaching staff who have helped students on placement
- co-ordinating mentors and regents
- headteachers.

Table 4.1 shows the outline of our complex programme of data collection from schools. A fuller account of numbers of respondents and interviews is given in Appendix 3.

Table 4.1: Gathering the data from staff in schools

Staff	Term 1	Term 2	Term 3
Mentors	Questionnaire; interviews and observation of meetings in study schools	Questionnaire; interviews and observation of meetings in study schools	Questionnaire; interviews and observation of meetings in study schools
Supervising Teachers	Questionnaire		
Other PTs		Interviews in study schools	
Co-ordinating mentors	Interviews in study schools	Interviews in study schools	Meeting at SCRE; interviews in study schools
Regents	Interviews in study schools		
Headteachers (pilot)	Interviews in study schools	Interviews in study schools	Telephone interviews or questionnaire (respondents' choice)
Headteachers (non-pilot)	Letter inviting comments; interviews in study schools		Questionnaire

Our intention was to gather views of staff supporting students in pilot schools and a sample of their equivalents in non-pilot schools through postal questionnaire surveys, and to use the opportunities to talk to staff in study schools to put flesh on the bones of the issues which were emerging from the questionnaires. The main reason for including the views of staff involved with students in non-pilot schools in the research was to provide a 'baseline', to gather impressions of how those who were now mentoring on the pilot would have been dealing with students on placement if the pilot had not been running, and of how those outside the pilot viewed the prospect of change. Those currently supervising students in non-pilot schools provided an approach to establishing the 'pre-pilot' situation.

The following account of the findings is arranged under the four key themes which emerged from the data. Precedence is given to the views of mentors, who, being closest to the students, had the greatest direct influence on the quality of pilot students' experience in schools. Any comparative data from supervising teachers, or from other teachers involved in supporting students, follows. Responses from co-ordinating mentors and regents are incorporated next, with headteachers, where appropriate, having the last word on each of the themes.

The key themes are:

- **Supporting students**
  - what mentors saw as their responsibilities
  - how they worked with students
  - who should be mentors
  - training and development for mentors
  - involving other staff in the school
- **Assessment**
- **Issues of organisation and resourcing**
  - the role of the co-ordinating mentor
  - the structure of the course
  - how resources were used
  - resourcing for the future
- **Partnership**

The questionnaire sent to mentors in term 2 (Survey 1ii: see Appendix 3) is the principal source for many of the statements about mentors' views which follow. All 50 mentors on the list supplied by MHI were sent this questionnaire; 38 (76%) responded. We cannot know the views of those who did not, although it is possible that the non-respondents include those who were least enthusiastic about mentoring. We have also drawn on the data gathered in interviews and in Surveys 1i and 1iii to illustrate, and occasionally to qualify, the findings of this central survey. Table 4.2 below shows the areas of questioning of the three surveys of mentors. Appendix 3 provides a fuller account of the methods used and numbers of respondents.

Table 4.2: Questions to mentors

Term 1: Survey 1i

What do you see are the main features/ responsibilities of your role as a mentor?
What do you think will be the likely benefits of the changes?
What are your concerns, if any, about such changes - in general and in relation to the role of mentors?
Please comment on the mentor training you have received to date.
Is there anything that you feel would enable you to carry out your mentoring role more effectively?
Is there anything else you would like to comment at this stage about:

- the pilot PGCE course?
- the proposed national plans to increase the time students spend in schools?

Term 2: Survey 1ii

This was a structured questionnaire of 85 questions, most of which asked the respondent to tick a box to indicate whether they strongly agreed, agreed, disagreed, or strongly disagreed with each statement or proposition; or whether they did not know if it was true. **Most of the statements were based on issues which had emerged from the responses to the open questions in Survey 1i.** The broad areas of questioning were:

- partnership, including the mentor's role in the partnership between school and college;
- the balance between school and college experience;
- students' experience of the pilot
- mentoring, including issues about support and training for mentors; and
- organisation, planning and resourcing of the pilot.

Term 3: Survey 1iii

In this final survey, we returned to an open-ended invitation to comment on any of the following issues, or on any other aspect of mentors' experience:

- how has the role of mentor changed over the year?
- what has been the personal benefit and cost of being a mentor?
- is it something that you would want to do again?

4.2 Supporting students

4.2.1 What mentors saw as their responsibilities

We asked mentors, in the second term survey, whether the change in the balance of time between college and school had increased the responsibility of teachers in schools for a number of areas of student learning. Their responses indicated that they felt mentors had far greater responsibilities towards students than supervising teachers had had in the past. The areas of student learning in which mentors *agreed strongly* that their responsibility had been increased were:

helping students with the subject content of teaching;
helping students to develop teaching methods and skills;
advising students on discipline/classroom management;
advising students on the assessment of pupil learning;
helping students to develop a professional perspective;

helping students to discuss and evaluate their own teaching;

helping students cope with day-to-day problems and anxieties about teaching;

providing a role model for the student as a teacher.

On the questions of whether their responsibilities had increased in the areas of helping students understand theory of teaching and learning and current issues in secondary education in Scotland, their modal response was, less emphatically, *agree*.

This perception of increased responsibility clearly did not mean that they thought they were taking over all the responsibility from college staff: the majority of mentors disagreed with the idea that the pilot diminishes the role for college staff in training student teachers. Significantly, this statement was included in the questionnaire because it had been made **by a member of college staff** in term 1, and college staff were the only group who, in responses to Survey 1ii, appeared to see the threat of a diminished role. Some mentors were anxious to see the role of college staff increased, including their input to students' placement experiences:

> *If tutors want to keep on this role of watching students, in my opinion they ought to come out on a more regular basis, see the students once a week or fortnight, so they can see the progress building up.*
>
> (Mentor interview, term 1)

No comment was made about the resource implications of such a change in practice. Most mentors said they did not know about the impact of the change on the course in college: for example, whether the change in the balance of time between college and school left tutors with insufficient time to cover essential topics in college. In interviews, mentors and supervising teachers made clear that students needed as much preparation as possible in college before they came on their first main teaching practice. The roles of college and school staff were seen as complementary, and no-one in schools said they wanted to see a move towards totally school-based training.

Mentors were confident of their ability to help students, but most said that they did not have enough time to give students the help they need and have too many other demands on their attention. The enthusiasm and commitment of the mentors, as well as the preponderance (23 of the 38 respondents in the sample) of PTs with many other responsibilities, may account for this response. Many of the responsibilities of their role which mentors had described in term 1 were by their nature likely to expand to fill all the time available - and more. Analysis of their perceived responsibilities revealed that mentors expected to:

- **inform and advise students**
  'helping the student to get a working knowledge of school policies.'
  'to help with the complex issues of class management and lesson preparation.'
- **support, befriend, encourage students**
  'to help the student as I would have liked to be helped myself when I started ... above all, to keep the enthusiasm of the student high.'

'to support them in their early stage of teaching by providing help, encouragement and trust.'

- **organise, facilitate, provide a range of experience for the students**

  'an enabler who tries to ensure that the student has the opportunity to observe as wide a variety as possible of teaching styles and methods, with the opportunity to put them to the test.'

- **liaise with the college**

  'liaise closely with the college to do the job properly and to the satisfaction of both.'
  to provide a link between college and school and to form a partnership that strives to unify college/school experience.'

(Mentor questionnaires, term 1)

Each of the above categories of responsibility was described by over half the respondents; smaller numbers also mentioned furthering their own development as teachers, assessing students' performance (a responsibility which was to come to the forefront later in the pilot programme), and acting as a role model for students (this last being cited by only three mentors). To do all these things in the average allocation of two or three periods per week was clearly an ambitious programme. It was particularly interesting to find that the pattern of responses from supervising teachers about *their* role was almost identical. This suggests that the pilot was being seen as an opportunity for teachers to help students in the ways they had always wanted to, and could now achieve, since:

Time has been made available to do a professional job.

(Pilot headteacher, questionnaire, term 3)

In term 2, however, the overwhelming majority of the 26 mentors who said they had been involved with students as supervising teachers in the past said that they saw the pilot as marking a significant change from previous years. Their workload with student teachers had increased, and all but four agreed that they had been spending more time talking to staff in college. We shall return to the question of whether **enough** time had been made available in the discussion below of the resourcing of the pilot.

To summarise what mentors said about their responsibilities, there was a clear consensus that these had been increased beyond those of supervising teachers in the past. When, however, we asked mentors to describe in their own words the responsibilities of their role, the diversity of replies suggested that we might find a number of different approaches to mentoring on the pilot. The pattern of responses was broadly similar to those of supervising teachers describing their own role. Although the range of responsibilities which individual mentors aimed to fulfil may have been based on what they had done in the past as supervising teachers, there was consensus that the pilot marked a significant change in practice, increased liaison with MHI being noted by almost all mentors who responded.

4.2.2 Benefits for students

In Survey 1ii, mentors agreed strongly that students were benefiting in terms of confidence and classroom management from the increased time spent in schools, and were developing a better understanding of how the curriculum is

delivered. This reflects the responses in the first term survey, in which both mentors and supervising teachers said that the main benefit of increasing time spent by students in schools would be more 'real experience' for students:

> *much more in-depth knowledge of how a school works.*
>
> (Mentor, questionnaire, term 1)

> *students will gain a more realistic view of teaching.*
>
> (Supervising teacher, questionnaire, term 1)

This was echoed by the co-ordinating mentors, who reported in term 3 that they had seen students' confidence grow, particularly in term 2, and that in comparison with their previous experience of helping students on placement, either as regents or as classroom teachers, there had been more opportunity to support students' development. Some of the pilot headteachers, looking back in term 3, stressed the benefits of continuity, for the school as well as for the students:

> *students have almost become staff.*
>
> (Pilot school headteacher, questionnaire, term 3)

They also stressed the benefits to pupils, who received more attention and, in some cases, developed very positive relationships with student teachers in training. Students themselves were seen to have benefited by having:

> *a sense of being part of the school, rather than on loan. They have developed a sense of belonging.*
>
> (Pilot school headteacher, questionnaire, term 3)

4.2.3 *How mentors worked with students*

In response to questions in Survey 1ii, mentors agreed strongly that they were building up strong supportive relationships with their students and were tackling their role enthusiastically. Co-ordinating mentors corroborated this, and the most powerful evidence for this came from the warmth of most students' comments about their mentors and their helpfulness. Looking back at the end of the year, some mentors perceived a cycle of mentoring activity, which influenced the way they related to students at different stages of the year:

> *The role of mentor was much more positive in terms 1 & 2. Term 3 is a difficult, disjointed term, and the student has to be much more flexible.*
>
> *At the beginning, nursing mother. In term 2, weaning the charges. In term 3, less intense relationship - support, model of professionalism.*
>
> *The early part of the mentoring process was more concerned with showing students what my idea of a good teacher was - leading by example and then moving to team teaching, then to whole classroom teaching by the student - a weaning off process. In the second placement with the same students, I felt I was able to concentrate more on fine tuning and then latterly on assessments. ... In the third term placement, with new students, I have let them have a very quick observation to attune them to any new habits (good or bad) that we may have compared with their last placement and then quickly get them teaching. Again, half-way through the practice I produced an interim report - 'this is my opinion*

> *of your teaching to date (with a clean slate) and this is where your grades seem to be heading, etc.' - plus constructive criticism and comments. This seemed to help as final assessments showed improvements.*
>
> (Mentors, questionnaires, term 3)

Interviews in study schools throughout the year provided examples of how mentors were trying to help students at different stages. Already in the first term, different styles were emerging. Some felt it was most important to be approachable, to stress to students that they were available to help with any problems, but to encourage independence in students from an early stage; others appeared to be adopting a more directive mode of support:

> *giving advice on professional projects, helping with lesson planning, talking about teaching styles.*
>
> (Mentor interview, term 1)

Another felt the responsibility of being

> *a guide in all sorts of things, from basics - where I go to find this book, chalk ... right up to guiding them through their important crit lessons. A very wide-ranging role: being a point of contact, a friendly face they feel comfortable with; and also to transfer what you believe to be good professional standards in teaching.*

The same mentor explained how this concept of the role was put into practice:

> *On Monday past we [mentor and 2 students] looked at discipline. I had read things up and had my own ideas. I was trying to ask them for examples: they have so much experience now that they were able to give me examples, even little strategies.*
>
> (Mentor, interview, term 1)

In the second term, as students became more confident in the classroom, they were encouraged to take some classes alone, without the moral support or observation of the mentor. Some mentors felt they did not need to monitor them so closely, although still making themselves available if students wanted to consult them; others were using the assessment form regularly, both for evaluation of lessons observed, and as a means of focusing on specific areas of the students' development. Time management skills were frequently needed to ensure that students were being supported in planning lessons, observation of their implementation and in evaluation. One mentor described spending mentoring time:

> *mainly in discussing lessons, preparation before they are taught - not just with my classes, but for all the teachers they are with; not so much afterwards in reflection. The latter is initiated by me and kept under control. In the former I am responsive to demands.*
>
> (Mentor interview, term 2)

Those mentoring students in subjects other than their own were aware that demands for help with lesson planning were now often being directed to staff in the student's department.

In the third term, the nature of the mentor/student relationship depended on the needs of the student, as perceived by both parties. Some mentors said they started with a discussion which resembled the negotiation of a contract in which they asked the new students to identify their own strengths and weaknesses and the areas in which they would like support and advice from the mentor. In some cases, the mentor's subsequent observation of teaching resulted in diagnosis of further areas for attention, for which help was offered; but at least one mentor felt that:

> *if a student still has a long way to go in the third term, five weeks is not long enough for student and mentor to make significant progress.*
>
> (Mentor interview, term 3)

We also learned, however, that some mentors were not making time for their students, and were not monitoring and supporting their development as assiduously as students would have liked. In term 3, a few students who had moved into more welcoming and supportive environments looked back with some bitterness on the perceived shortcomings of their previous mentors. Such students were a small minority; not all of them had felt confident enough to bring their problem to the attention of the co-ordinating mentor or college staff, for fear that their assessment would be adversely affected by the complaint. These cases demonstrated that there was some variation in degree of commitment to students and the pilot programme amongst the mentors.

Co-ordinating mentors felt considerable responsibility for ensuring that students on placement were working well with their mentors. Some were convinced of the benefits of a team approach, holding regular meetings of mentors to discuss how they were tackling their responsibilities, to share ideas for helping students, to air any concerns mentors had about their work with students or with MHI staff and to stimulate mentor commitment and the spread of good practice. In some schools mentor meetings proved an extremely useful forum both for disseminating information about mentoring from college and for keeping the co-ordinating mentor informed about the progress of the students, and there is no doubt that some mentors gained a lot from discussions with their colleagues. Such meetings take time, however, and it is possible that less committed mentors who felt they were already spending too much of their time on students or who did not feel they had anything new to learn about helping students on placement might have been less enthusiastic about this team approach than some of the mentors we observed.

Again, the evidence points to a diversity of interpretations of the role. Some were directive, others facilitative, most saw themselves as coaching students; but the ways they chose to get their messages across to the students varied considerably. Some consciously adapted their style to deal with different students and students at different stages of development. This suggests that the appropriateness of a model of mentoring depends on the student's current needs, rather than the mentor's personal style. Apart from a few who, according to their students, did not devote enough time and attention to their students to be effective mentors, the common denominator in the approach appears to be responsiveness: being available to the student and providing the support which seems appropriate to the individual's needs. Co-ordinating mentors could also have an impact on how mentors worked with their students.

4 2.4 Who should be mentors?

Mentors strongly agreed that a mentor who teaches the same subject as the student is more effective than a teacher of a different subject. Nearly a third did not know whether a mentor outside the student's department could be an effective mentor, but the majority of those who did have an opinion thought not. Some staff who were asked to mentor students outside their subject area were anxious that they were not doing the best possible for their students and, in cases where they had one student within the department and one outside, worried about being fair to the 'outsider'. This was particularly distressing for mentors who saw themselves as friend and supporter to their students, making themselves available to help with queries and anxieties as they arose. In the first term, one such mentor reported difficulties in establishing a working relationship with a college tutor visiting a student in another subject department:

> *I feel inadequate about doing the [other subject], and ... [the MHI tutor in the other subject] certainly gives the impression [s/he] is not interested in having a mentor who is not in the subject.*
>
> (Mentor interview, term 1)

Although general professional issues could be discussed in joint meetings with the two students, the mentor felt that:

> *a lot of my dealing with the student [in my subject] can be informal, five or ten minutes before the lesson talking about things, I don't have the opportunity or subject knowledge to do that with the other student.*
>
> (Mentor interview, term 1)

Other 'out-of-subject' mentors found themselves with students working at the other end of the school, or with subjects that they knew very little about, and worried about being able to offer less helpful feedback on the students' teaching. There was some strength of feeling amongst co-ordinating mentors that there should be a match between the mentor's and mentored student's subjects; in the case of two-subject students it would not be necessary to have two mentors, but their preference would be for the mentor to match the main subject of student. Mismatch of subject between mentor and student was seen to cause problems because of lack of subject skills, logistical/geographical problems where subject departments were housed in different parts of the school and in the provision of cover, which was generally provided for the mentor but not for staff in the student's subject area who might find themselves fulfilling many of the aspects of the mentor's role on a day-to-day basis. The assessment role was particularly difficult for a mentor teaching another subject to fulfil.

Although most mentors this year were principal teachers, most of them **disagreed** with the idea that a principal teacher is more effective as a mentor than any other teacher. The mentors in our study schools included unpromoted teachers, assistant principal teachers, senior teachers and principal teachers. One PT who had enjoyed mentoring said:

> *I have reservations about whether a PT should be doing it because I think you have many other things you should be doing which are important ... ideally, I would like to continue, but the problem is that there isn't enough time to do it properly, something else has got to suffer. I have colleagues who are just as important as the students and I feel they were neglected: there is a probationer*

who probably didn't get as much support from me as [s/he] would have done if we had not had the students.

(Mentor interview, term 3)

One of the issues raised by the assembled co-ordinating mentors in term 3 was their perception that PTs had been too busy to mentor as well as they would have liked. Many had shown commitment to the task, but other teachers with fewer administrative responsibilities might have found it easier to make time to meet the students' needs.

All but two of the 19 supervising teachers who completed our questionnaire in term 1 were principal teachers, most of whom had five or more years' experience of supervising students. We asked their views on the characteristics of an effective supervising teacher. The most frequently described attributes were the ability to analyse and to give feedback tactfully; being professional, a good teacher and a role model; and the ability to demonstrate support for and empathy with the student. Good organisational ability, an open mind, ability to communicate well with the College and a sense of humour were also seen as important. A supervising teacher with these skills and attributes should be well equipped to take on a mentor's role in future; but the consensus of mentors this year was that the role had proved far more time-consuming than supervising in the past, and that they had spent far more than their timetabled allowance on their mentoring duties. It seems likely, therefore, that supervising teachers becoming mentors in future will also require more than ever to be:

willing to find the time and energy required.

(Supervising teacher, questionnaire, term 1)

The level of commitment which most mentors showed during the pilot year cannot be taken for granted. Mentoring is a demanding, though potentially rewarding, role: if allocated to a teacher who does not really want it, both mentor and students will fail to benefit. One pilot headteacher, when asked what additional resources would be required for the future success of the pilot scheme, stressed the importance of *human* resources: schools would need the co-operation of

good people willing to become mentors and then willing to accept training and development activities.

(Pilot headteacher, questionnaire, term 3)

In summary, both mentors and co-ordinating mentors agreed that a mentor teaching in the same department was able to support a student's development more effectively than an 'out-of-subject' mentor. Being a PT was not seen as essential for effective mentoring, although the input of the PT to student assessment was still important. Some PTs were happy to see the role undertaken by members of their departments who were proficient teachers with good interpersonal skills and willingness to commit time and energy to the project. A few suggested that such a commitment could not be taken for granted in future.

4.2.5 Training and development for mentors

Arrangements for mentor training this year are described above (Chapter 1.5). Most mentors had had some problems or anxieties about their role, and about 40% said in the second term survey that they had some problems which had not been resolved. The majority, however, said that they had received sufficient training in order to be able to help students, although around half of them said that they would like a clearer definition of the respective roles of mentors and of tutors visiting students on placement.

There was general agreement about the usefulness of meetings with fellow mentors in school and with other mentors in their subject. Co-ordinating mentors who had managed to arrange a regular timetabled meeting for mentors in school had found this extremely useful, not only as a forum for disseminating and gathering information, but also as a means of supporting mentors and encouraging them to reflect and to support one another. Others said that the pilot programme in their schools would have benefited from a timetabled meeting, which it had not been possible to arrange.

Fellow mentors, co-ordinating mentors and college staff were all acknowledged as sources of valuable advice and support. Around two-thirds of the group were interested in further training in observational techniques, advising skills and assessment - training topics which we asked about in the second term questionnaire because they had been suggested by individual respondents to the first term survey. Only five made suggestions for training on additional topics, including one who sought advice on *'how to aid effectively a student from another discipline'*. In interviews, we found mentors were particularly interested in comparing experiences with other mentors in their subject, and found that meetings organised by MHI on a subject basis had been particularly helpful. Several praised the contribution of the Project Development Officer, whose visits to schools were felt to have been encouraging and confidence-boosting. Opportunities for mentors to discuss the course and students' progress with visiting tutors were seen to be of benefit to all three parties. As noted below (4.3), the sessions on assessment, which brought together mentors and subject tutors in discussing approaches to grading student performance, were particularly appreciated.

The need for mentor training in future will depend to some extent on whether the job is being done by the same people who have gained experience of it this year. Most of the mentors whom we asked in interview said they would like to do it again; but even in the course of the pilot year, a few mentors left the programme because they moved school. A few others have asked not to be given mentoring duties next year, because the commitment has proved too great and other projects to which they are also committed have suffered, or because they have personal doubts about the principle of asking schools to put such an effort into training teachers.

We asked headteachers if they thought mentoring should be assigned to staff on a long-term basis or whether the role should be rotated. Most see rotation as either inevitable:

Efficiency and resource implications would favour a longer-term basis; changes in staff and circumstances usually bring about gradual changes in personnel and their roles.

or positively desirable:

Mentors must be highly proficient classroom teachers with good interpersonal skills. Individual staff have been selected on that basis: opportunities should be available for personal growth and development as appropriate.

I would want the people who have made the new scheme work this year to do it again, but not in perpetuity. I would like the opportunity to let others have a chance: it is a development opportunity for staff.

(Pilot headteachers, questionnaire, term 3)

This suggests that there will be a continuing need for a system for preparation of new mentors in the years ahead.

Mentors agreed that mentoring encourages teachers to reflect on their own practice and helps their professional development. Amongst the benefits of their experience, they mentioned:

New ideas and faces brought additional stimulation to the workplace. I have felt more personally involved with students this year and this has brought its job satisfaction.

Challenged and refreshed and reassured, at cost of risk of exposure.

The personal benefit: subjected to questioning by students about why and how we teach certain things; extra enthusiasm of new blood, new creative ideas.

Benefit: question every aspect of teaching, especially methodology: the teacher continues to learn.

(Mentor questionnaires, term 3)

In study schools, mentors described how the experience of being challenged by students had helped their own professional development:

I have become more critical about my own teaching: if I am giving an idea to a student, I may try it out myself. I have to try to think of different ways to approach the subject.

I think one of the things has been doing the assessment - breaking down the different elements of teaching and having a look at them. I think all of us are looking at our own teaching now more in terms of different elements, what you are actually doing. You do these things often without realising what you are doing: I think it's a heightened awareness of what you are doing.

[Student] has brought in experience in how [s/he] deals with children, because of experience in previous job. New ideas, things to try ...Makes you think about the way you do things with different classes. I think I was quite organised before, but it really makes you plan what you are going to do.

(Mentor interviews, term 3)

It was clear that some - although not all - mentors had taken considerable trouble over finding appropriate ways of helping students, and had learned a lot from working so intensively with them. We asked them what advice they would pass on to a colleague who was about to become a mentor:

> *One of the things I have learned is that in the time allowed we can only do so much and that it should not take over your life as I think it did mine ... we have to accept that we can't do everything we would like to do.*
>
> *Make sure there is plenty of time to do the job. It will be difficult: it is easier to do something yourself than to advise somebody else. I have tried with the students to have an open door, be approachable ... I'm not sure if that is advice to the mentor because it does put pressure on you if they can come in any time. I've had them popping in at lunchtimes, morning intervals, 3.30 .*
>
> (Mentors, interviews, term 3)

Mentors have learned much about mentoring this year, not only in formal training sessions or in the reading of documents from the college, but also in interacting with students and in reflecting on their experience with other mentors and co-ordinating mentors. Personal contact with subject tutors from college was also seen as a way of increasing mentors' understanding of ways of helping their students. Training sessions provided a valuable opportunity for teachers and tutors to meet informally.

4.2.6 Involving other staff in the school

Almost all mentors said they were involved in negotiation with other staff about their students' classroom experience. There was strong agreement about the importance of the contribution of other teachers in the department and in the school as a whole in supporting students. Being a pilot school was a whole school activity. They disagreed with the idea that the appointment of official mentors encourages other staff to take less trouble with students. This was corroborated by the non-mentoring PTs who were interviewed in one of the study schools where almost all the mentors are not PTs. Talking to them confirmed that, in this school at least, there is no resentment of the mentors' 'privilege' of having time allocated to help students and considerable gratitude from some PTs who had been relieved of some of their responsibility. One PT saw his/her role this year as:

> *just like that of a class teacher, when I have had a student with me in my class, and so I have been able to concentrate on that aspect rather than the overall role of reporting and advising.*
>
> (Non-mentoring PT, interview, term 2)

PTs did, of course, make an important input to the student assessment, particularly for students with mentors teaching other subjects. Understandably, PTs with students in their department and mentors elsewhere had spent more time with the students; and some pilot headteachers reported in term 3 that this had caused some tension amongst their staff. Some co-ordinating mentors highlighted the problem of not being able to provide cover for non-mentoring staff who spend a lot of time helping or contributing to the assessment of students. They perceived the need to ensure that not only mentors feel committed to the task of helping students, but that *all* staff in the school feel involved in being a pilot school. Time spent by senior staff in explaining the new procedures and responsibilities to all staff was deemed to be well spent. There was a perception amongst staff in pilot schools that they had been selected for the pilot because they were amongst the schools with a good reputation for looking after students on placement: when the pilot evolves into the norm and having students for

mentoring is no longer seen as an accolade, it may become more difficult to persuade staff to spend as much time answering students' queries. Nearly half of the mentors were unwilling to express an opinion on whether **all** schools would be able to cope with the additional responsibilities of mentoring. Of those who did express a view, the majority felt that not all schools would be able to cope.

Is it possible to sustain the level of commitment which most mentors and their departmental colleagues displayed in this pilot year? Some enthusiastic mentors admitted that they found it harder to motivate themselves in the third term, and indicated that they would not want to undertake the role indefinitely. Others were looking forward to discovering if it would be easier to control their own commitment of time next year, in the light of their experience.

Although the mentors may be the principal players in the students' school experience, the role of other staff in the school remains very important; and the lengthening of the time which students spend in schools and the increased importance of the schools' role in assessment is likely to involve non-mentoring staff to a greater extent than under the old arrangements for supervision of teaching practice. Co-ordinating mentors and other senior staff have an important role to play in developing amongst non-mentoring staff a school ethos which is welcoming and supportive for students.

4.3 Assessment

In the second term questionnaire, mentors disagreed with the suggestion that mentoring places too much responsibility for assessment on staff in schools. The transfer to school of formal responsibility for 50% of the assessment of students' teaching was certainly one of the most important changes introduced in the pilot, and it is interesting to chart its importance for mentors throughout the year.

In term 1, it was not a major concern: only four (17%) of the mentor respondents (as opposed to 53% of the supervising teachers) listed it amongst the main features and responsibilities of their role. Again, only four mentioned assessing students as one of their concerns about the changes, in comparison with fourteen who were worried about time and resources and ten who were concerned about pressure of other priorities. Mentors knew that the college would be providing training in assessment in January. Towards the end of the term, however, and perhaps because they were watching students become anxious about their tutors' 'crit' visits, mentors became increasingly concerned about assessment. Because of the concentration of ten students in pilot schools, the likelihood that students and mentors would compare experiences of tutors' approaches to 'crits' was greater, and some became anxious about inconsistencies between departments and about the danger of normally proficient students producing 'crit' lessons which, on the day, were well below their normal teaching standard. Although having a bigger role in assessment of students was causing some mentors anxiety in the first term, others were already looking forward to being able to contribute to a more complete picture of the students' achievement in the classroom:

> *I don't have a high opinion of 'crits': to come out on one occasion and watch a student doing a lesson is not giving you a picture of how that student is progressing.*
>
> (Mentor, interview, term 1)

In term 2, the training sessions, in subject groupings for tutors and mentors, were held in MHI (see Chapter 1.5). Almost all mentors surveyed or interviewed were extremely complimentary about these days, which were generally judged the most useful of the training sessions. By the time students returned to school for their second long placement, mentors - and other teachers in whose classes students were teaching - were ready to start collecting evidence for their assessments. Some mentors approached the task cautiously:

> *I don't feel a pressure to be kind to them - but I do feel the pressure to pick my words carefully. I have tried to make it clear to students that this will be a departmental assessment. It isn't a personal judgement on them from me alone. It is not easy to handle the subjectivity of assessment. I worry about the consistency across schools: some will be harsh and some will be lenient.*
>
> (Mentor, interview, term 2)

In some schools, mentors and other staff were extremely conscientious about recording observation of students' achievement, surprising visiting tutors with the amount of evidence they could produce. Occasionally, students reported feeling uncomfortable about having their teaching observed for assessment so regularly: although aware that it was in their best interests, they felt pressured to keep producing lessons of 'crit' standard. Mentors' confidence in their ability to produce assessments of their students' competence appeared to be much higher at the end of term 2 than at the beginning and we learned of several disagreements about grades awarded by college tutors.

Term 3 assessments were more difficult. Because of timetable changes and exam leave for senior pupils, mentors found it harder to give students many classes to teach at the beginning of their placement. Perhaps more importantly, they were no longer dealing with students whom they had watched develop gradually, but with 'other mentors' students', who had been assessed by others in term 2. Information about grades awarded in term 2 was not available at the beginning of the placement: mentors knew only what students chose to tell them about their previous progress, grades and current strengths and weaknesses. Mentors were conscious that they had far less evidence on which to base their judgement, and also found that many of the students preferred to be alone with their classes and disliked being watched regularly. One mentor described an attempt to circumvent the problem:

> *We [mentor and both term 3 students] discussed at the start the need to collect evidence: both said they would prefer to take the class on their own for the first time. So what I have done is let them settle the class first and then I would go in; but then of course you have got to see at some point how they settle the class, so you have to make sure that you pop in at different stages.*
>
> (Mentor interview, term 3)

Co-ordinating mentors were concerned about whether the school's assessment would be weighted at 50%, and whether in cases of doubt, the school's assessment would prevail. Because the school's assessment was based on evidence collected over a longer period, some felt that the assessment weighting should be at least 60-40 in favour of the school. They also reported that some of their mentors had found it difficult to distance themselves from the students when it became necessary to produce summative rather than formative assessment; and that some felt conflict between the 'befriending' and 'assessing' modes of mentoring.

Despite initial misgivings, schools' confidence about their role on assessment grew over the year. Many mentors would like to work more closely with college tutors in discussing assessment of students, possibly producing a jointly agreed grade, rather than two independent assessments to be 'averaged'. Mentors showed respect for college tutors' greater experience of grading a range of students, but also awareness that school staff have far more evidence of the progress and competence of individual students who have spent two terms in their department. Amongst co-ordinating mentors and mentors, concerns about role-conflict in assessing a student whom the mentor had befriended were outweighed by concerns about consistency of grading of students in different schools, and indeed by different college departments. There is certainly scope to develop partnership on assessment.

4.4 Issues of organisation and resourcing

4.4.1 The role of the co-ordinating mentor

Co-ordinating mentors are the key figures both in liaison with the college and intra-school organisation. The role of the co-ordinating mentor was defined by MHI as

- to manage the school-college liaison from the school side;
- to support the mentors in their role;
- to manage the students' programme while they are in school.

The complexity of the role of the co-ordinating mentor was appreciated by the headteachers of pilot schools. The composite list of their most important functions, compiled from responses by their headteachers in term 3, included:

being available as counsellor, adviser, arbiter to both staff and students;
communicating with students;
co-ordinating assessment;
creating climate;
ensuring consistency of approach;
exploring whole school issues;
liaising with Moray House Institute;
listening (mentors/students/tutors);
maintaining an overview;
meeting deadlines;
monitoring satisfactory progress and development of students;
providing a standardised approach to assessment;
providing support, enabling, organising seminars;
team building (mentors).

(Pilot headteachers, questionnaires/interviews, term 3)

The list defies simple classification into work with MHI, with mentors and with students: because of their pivotal role, much of co-ordinating mentors' work involves balancing the needs and demands of two or more parties.

Most headteachers said that co-ordinating mentors had an important role in quality assessment within the schools, in assuring that mentors were adopting a consistent approach to assessment, and in arbitration when there were difficulties in reconciling assessments of a student's progress. They may also have a part to play in ensuring that helping student teachers on placement is a whole school effort.

Co-ordinating mentors felt that there were both quantitative and qualitative differences between the role of co-ordinating mentors and that of regent, some saying that they were now doing what they should have liked to do as regents. Because of the number of students involved, the *co-ordinating* function had become more significant for the co-ordinating mentor than it was for the regent and the *assessment* function had decreased, most of this responsibility passing to the mentors. As regents with two or three students being supervised in different departments in the school, they might have spent time with the students discussing their progress and whole school issues. As co-ordinating mentors with ten students in the school, they presented professional and whole school issues more formally in seminars; they tried to help students develop their own philosophy of teaching; and some also made a deliberate effort to break down subject barriers and to encourage mentors to learn from the approaches adopted by fellow mentors in other subjects. Counselling of individual students with professional or personal problems is still part of the co-ordinating mentor's role.

In a year when everyone involved in the pilot, both in schools and in MHI, was coping with change and uncertainty, co-ordinating mentors had a particularly important role to play as a channel of communication between college and school. In schools where co-ordinating mentors worked closely with the mentors as a group and took a strong lead in communicating with the Course Leader and Project Development Officer, mentors felt reassured that their work with students was in line with college expectations, and also that their own feedback on mentoring was reaching the college. Knowledge of what was going on in other schools, as well as in MHI, was valued by co-ordinating mentors: training/ feedback sessions with fellow co-ordinating mentors were judged by participants to have been extremely useful. If partnership is to be developed further in future, co-ordinating mentors will have an important role to play.

4.4.2 The structure of the course

When we spoke to mentors in study schools in term 1, they showed considerable awareness of their students' concerns about college assignments and access to resources while on placement. To check whether all pilot schools were taking a similar interest in the college-based components of the course, questions on these topics were included in Survey 1ii. A small majority of the mentors agreed that students were having difficulty getting access to college library and resources, and finding time to complete assignments because of their longer placements, although several did not know whether this was happening or not. Co-ordinating mentors also raised questions about the large number of written assignments which students were expected to produce for the college in term 2, which some

saw as insufficient recognition of the professional demands on students, who needed to put most of their energy into lesson planning and teaching while in school.

In questions about the overall structure of the course, there was strong agreement amongst mentors that the benefits of using only two placement schools instead of three outweighed the disadvantages; they disagreed with the idea that students might become too comfortable in their first placement school. Yet almost half of the mentors agreed that students do not see a wide enough variety of schools during their training: perhaps this means that pilot schools perceived themselves as a homogeneous group. Just over half of the respondents, however, were worried about what would happen if they were sent a weak student for two terms. Co-ordinating mentors too were concerned about procedures for dealing with weak students, or with cases where disagreements and incompatibility between student and mentor cannot be resolved within the school. Although few schools had experienced such problems this year, co-ordinating mentors said they would like further dialogue with the College in this area. Mentors were also positive about the benefits of 'pairing' students and of sending a group of ten to the same school.

4.4.3 How resources were used

There was no consensus amongst mentors on whether the funding this year had been adequate, although, as noted above, many felt that they had not been given enough time to do the job properly. Allocation of time for mentoring varied considerably, between two and eight periods per week. Direct comparisons are not, however, possible because in some cases this time was only made available when students were in schools, while in others the additional free periods were timetabled in for the whole year, leaving mentors to manage their own time in the peaks and troughs of mentoring activity. The allocation depended partly upon the discretion of the headteacher, and partly upon the regional education authorities. In some schools, mentors found the allocation inadequate, and reported that other activities, such as curriculum development and administration in their departments had been sacrificed to the students' on-the-spot needs. Mentors who were reluctant to tell students they were too busy to deal with their queries found that they were taking home more and more work which they would normally have completed in the school day. Time which was cleared for mentoring was covered either by supply staff or by increasing the hours worked by part-time staff already in the school.

Co-ordinating mentors favoured schools' having responsibility for the pilot budget, although some were happy to see the regions retain responsibility for paying staff providing supply cover. They felt that schools in all regions should have the choice of spending the money either entirely on staff, or partly on reprographics and equipment for pilot students' use. They also stressed that for resources to be deployed effectively, schools need long notice of the subjects in which they will be mentoring students, to allow timetables and supply staff to be arranged around this.

Pilot headteachers confirmed that most of the resources had been allocated to staffing, with some schools using funds for purchase of a computer for students' use and for photocopying by students, as a means of keeping the pressure off

facilities available for the schools' own staff. Most felt that they would use the resources in the same way in future, although three noted that the pressure on the co-ordinating mentors had been greater than anticipated and that some reallocation of their responsibilities might be desirable in future, since cover for senior staff in non-teaching roles could not be provided by supply teachers. Some regretted that funding had been managed at regional level:

> *The control of finance should be operated at school level, with as much flexibility as required.*
>
> (Pilot headteacher, questionnaire, term 3)

4.4.4 Resourcing for the future

On the question of resourcing in future, more than half the mentors said they did not know whether more resources would be required in the College to develop the partnership, but 14 of the 17 who did express a view agreed that the College will need more. Mentors agreed strongly that more resources will be required in schools in future if the partnership is to be fully developed. This reflects their views on the amount of time which was required to meet the needs of students on placement and their perception of the need to spend more time talking to college tutors, both about the content of the course and about the progress of individual students.

Additional resources which headteachers said they considered necessary for the school to fulfil its current responsibilities in training students included cover for some non-mentoring staff (PTs, Learning Support and Guidance staff) who become involved in student training; time allocation for selected staff from pilot schools to meet college staff to review, refine and adapt course materials; and the purchase of additional equipment and banks of resources for student teachers.

If resources for mentoring are not available in future, most pilot headteachers said that their schools would be very reluctant to continue taking students. Some said they would have to accept fewer students, while several said they would refuse to take any, on the grounds that it would be a retrograde step:

> *We shall not be taking students if there are similar expectations to the pilot without additional resources. My feeling is that the quality of Initial Teacher Training has been enhanced in the pilot - and staff would be reluctant to return to the former system of support. Mentors, I feel, would be most resistant to participating.*
>
> (Pilot headteacher, questionnaire, term 3)

Some non-pilot headteachers also expressed serious concern about the future resource cost to their schools:

> *Colleges will have to pay for the time used by schools to do this key professional task.*
>
> *I am very concerned about the lack of resources - particularly time for school-based activities. Teachers are already overburdened and over-committed - I am seriously considering withdrawing the institution from participation in any activity concerning student placements.*
>
> (Non-pilot headteachers, questionnaires, term 3)

Even those who did not express reluctance to participate stressed that schools should not be taken for granted:

> *The system operates on goodwill, so schools must feel they are consulted on all matters.*
>
> (Non-pilot headteacher, questionnaire, term 3)

4.5 Partnership

In their responses to Survey 1ii, mentors agreed that the pilot presented an opportunity for greater co-operation, for a review of the balance of responsibility between college and school and for reassessing what is best done in college and what is best done in schools. They were most certain that 'the pilot presents an opportunity for improving the quality of placement experiences', with 24 (63%) of the 38 respondents agreeing strongly with this statement. Their response on this issue contrasts with that of the college staff.

Mentors did not think there had been adequate opportunity for college/school collaboration in *planning*, but unlike college staff, said there had been adequate opportunity for collaboration *to help students gain from placements*. All but a few mentors agreed with the college staff that the consultation period before the introduction of the pilot had been inadequate. There was a broad spread of opinion on whether roles of mentors and tutors needed to be more clearly defined: just under half of the mentors wanted clearer definition of their own role, and just over half wanted clearer definition of the role of tutors visiting students on placements. They agreed that both subject and professional tutors needed to spend more time in schools with students and on the question of providing more opportunities for mentors to visit the college to discuss the course, the modal response was 'agree strongly'. Almost all agreed that they had had an opportunity to speak to college tutors during the 'crit' visit, but most said too that they would like more opportunity to speak to college tutors about their student's progress.

Interviews in pilot study schools highlighted the desire for closer contact with MHI tutors:

> *I feel a need for partnership, closer contact with college subject staff. I know that everything has mainly been done centrally, everything has come to us through the co-ordinating mentor. I've been to one meeting at Moray House which lasted 1-2 hours for the subject, and spent half an hour with the Moray House tutor here in school. ... I feel we maybe need regular contact there: face to face meetings would be useful.*
>
> (Mentor interview, term 1)

This comment was made in the early weeks of the pilot, at a time when partnership between college and schools was generally perceived to be at a low ebb. Subject tutors had not yet begun their 'crit' visits to schools; they had not met the mentors; communication in the early weeks of the pilot was postal rather than face-to-face, and the perception of many mentors was that there was too much paper coming from the college, too much one-way communication which did not feel like partnership. As the year progressed, these perceptions changed: the flow of paper diminished; the Project Development Officer came to listen to

mentors' concerns; and tutors' visits to schools and the series of subject-based training sessions in assessment brought the partners closer together.

It is clear that the degree of partnership perceived by mentors depends on their personal relationship with the subject tutors. (Professional tutors did not visit students in schools during the pilot year.) Those who had built up a good relationship with visiting tutors saw this as a foundation on which to build partnership. In the study schools, we found instances of mentors well satisfied with some tutors approaches to 'crit' visits, appreciating the time which some tutors spend discussing the lesson and the student's general progress with student and mentor. Others, however, stressed the need for more visits to discuss the students' progress and the structure of the course, while others again were critical of the tutors in their subject area and held out little hope of developing a working partnership.

Some mentors wanted to be involved in joint planning of the course and in design of course materials. Asked what would enable mentors to carry out their role more effectively, one replied:

> *a more streamlined structure, and I think that structure should be jointly prepared. We are working with somebody else's material, it's always a difficult thing to do. We were told initially what we were to do, rather than guided or asked to contribute.*
>
> (Mentor, interview, term 1)

A pilot headteacher echoed the need for such collaboration :

> *If real partnership is to exist, then school staff must be involved in the writing of course material so that it does not simply become a 'Moray House Course' delivered by school staff.*
>
> (Pilot headteacher, questionnaire, term 3)

There was no clear consensus amongst pilot headteachers about whether the current arrangements reflected a partnership in the training of teachers; most respondents said things were improving, but needed further improvement. One who said that partnership had not yet been achieved commented:

> *The input from the college and school staff has been in parallel (initially because of the impossible timescale) rather than in tandem.*
>
> (Pilot headteacher, questionnaire, term 3)

Like the mentors, headteachers had some suggestions for expanding the role of college staff in working with students in schools. These included:

> *Short-term placement of college staff in school, perhaps participating in chosen aspects of the programme for students would allow an improved mutual understanding of the role of the college and the school as 'partners' in delivering **appropriate** training.*
>
> *More support for poorer students; wider discussion re methodology and assessment.*

More in team teaching with the students, would cement partnership, rather than just observing what student is doing.

(Pilot headteachers, survey, term 3)

Not all the pilot headteachers saw the need for a greater role for college staff in school, and even fewer were in favour of increasing the role for school staff in college components of the PGCE. One explained the reasons for hesitating:

It can mean them being out of school and I'm not sure I want to encourage that.

The development of a closer partnership between college and schools requires both willingness to work together and time to work together. Amongst staff in schools, we found considerable evidence of willingness to collaborate, and some evidence that, in some subject areas, mentors were already by the end of the pilot working more closely with the college tutors than they had had time to do in the past. Time, which can only be made available if resourcing is adequate, was seen as the principal barrier to the further development of partnership.

5 Views of Moray House Institute Staff

5.1 Methods and informants

The in-college part of the PGCE (Secondary) course during the pilot year consisted of two main strands: Professional Studies and Subject Studies (and, where appropriate, Supplementary Studies). The former aimed to encourage an analytic and critical perspective on the processes of teaching, education and schooling; the component included lectures, seminars and workshops. Each workshop was led by two members of staff - one from Professional Studies and one from an academic subject specialism. Subject Studies, while sharing with Professional Studies a policy of developing a wide understanding of education, placed major emphasis on teaching students to plan, implement and evaluate lessons and sequences of lessons within particular subject areas. Subject studies tutors visited students while they were on the school experience part of the course; professional studies tutors did not visit schools.

The PGCE (Secondary) Course Booklet, 1992-1993, helped us identify those members of staff whose views we wished to learn. Information was obtained in two main ways:

- ***by questionnaire***

The broad areas of questioning were: the balance between school and college experience; partnership; student experience; mentoring; impact of the pilot on staff work on the course; organisation, planning and resourcing of the pilot; 'any other points'. A relatively unstructured questionnaire seeking 'open' responses was sent to PGCE teaching staff in term 1 (i.e. October 1992); there was a 67% return rate to this. A structured questionnaire was used in term 2 (March/April 1993); 53% were returned. Rather than ask MHI staff to complete yet another questionnaire in term 3, we interviewed a much larger sample of staff in term 3 than had been originally intended.

- ***by interview***

(i) Teaching staff: a small cross-section of staff were interviewed in term 1 in order to gain perceptions of issues relevant to different interest groups and to inform the structure of the questionnaire sent out later in the term. Four people were involved: one came from professional studies, one from a large subject department, one from a small subject department and the fourth from supplementary studies. In term 3, when the year's experience of the pilot could be reviewed, a further sample of 15 people were interviewed.

This was a stratified random sample composed of:

4 tutors from professional studies who were also workshop tutors;
4 members of subject departments who were also professional studies workshop tutors;

5 members of subject departments who were not workshop tutors;
2 tutors of supplementary studies courses.

(ii) Other key MHI staff were also interviewed (in most cases twice, once in term 1 and again in term 3). These people with special responsibilities concerning the pilot were: the Course Leader responsible for the day-to-day running of the whole secondary course; the co-ordinator of the Progress Review of the course; the Director of Teacher Education; a Research Assistant appointed to support the Director in activities relating to the pilot including internal monitoring of the course and mentor training; and the Project Development Officer who had been specially recruited from a school to support mentors, to act as a link person between mentors and the college and to take a leading role in mentor training.

All interviews were semi-structured and based on interview schedules agreed by the two researchers who conducted them. Interviews lasted on average about an hour; none was tape-recorded; a summary of each was sent to the informant for confirmation of its accuracy and fairness.

Through the questionnaires and the interviews, staff perceptions were monitored over the span of the academic year. There were also many informal conversations which helped the researchers to understand the context of the pilot; these are not included in the following analysis of information which relates only to the questionnaire findings and to the interview summaries as confirmed by the interviewees.

5.2 General impact of the pilot

Comments in this section focus on staff perceptions as to how they, and their students, were or were not affected by the PGCE (Secondary) Pilot. The commentary is not an evaluation of the PGCE programme as a whole, but an attempt to gauge the extent of the change precipitated by the pilot.

5.2.1 Impact on staff

The pilot had some effect on all members of MHI staff teaching on the course. The overall impact was perhaps less than might be imagined, except, of course, for the key central group of staff responsible for the PGCE (Secondary):

> *What I am doing this year is not greatly different from what I did last year; the differences are due to how we are trying to develop as a department rather than what we have had to do because of the pilot.*
>
> (Subject studies tutor; term 1)

The impact of the pilot on in-college activity tended to be greatest in connection with those four weeks when pilot students were in schools and their non-pilot peers were in college (weeks 4, 9, 20 and 31 of the course); this situation will not recur, so there may seem little point in dwelling on how staff coped with it. It does, however, indicate some of the real difficulty that the pilot caused staff; concern over how best to use these 'split weeks' may well have taken some time away from consideration of those aspects of the pilot which would continue into future sessions.

The main impact on MHI subject tutors in relation to the school placement component of the course was that they spent more time talking with mentors. This was normally while visiting schools. They thought it necessary and desirable to discuss student progress at greater length with mentors than they would have done in the past with supervising teachers; mentors regularly raised questions about their own role with visiting tutors; and telephone calls from schools about students were said to be more frequent. Some - but by no means all - subject departments had found time to invite all the mentors dealing with students in their subject into college to discuss matters of mutual concern. These departments were sure this had been time well spent.

The majority of the teaching staff interviewed said that they had no direct input into the planning of the pilot course, or to the review of the course for next session. Informants tended to fall into one of two groups. The first group (about two-thirds of the total) stressed that they were *teachers,* albeit of adult students; as a consequence, even when they were given the opportunity, they did not wish to have much to do with course planning and review, saying things like *'I am not one of those who enjoys talking about models and structures.'* (All of those interviewed who were teachers seconded from schools to MHI were in this group.) Members of the second group had some small involvement with the planning of the pilot or the review for next session - and wished they had been more involved. A few members of subject departments felt that such departments were under-represented in the planning of the pilot. Both professional and subject studies tutors were amongst those who felt that they did not now have time to cover essential topics in college: this had already been the case before the pilot made it worse. We did not find evidence of major revisions to the college programme as a consequence of the increased time which students were spending in schools.

The majority of the term 2 questionnaire informants felt that the pilot diminished the importance of their role; it is interesting to note that the mentors in schools felt that the role of college tutors was **not** reduced by the pilot.

5.2.2 *Impact on students*

As suggested above, the MHI staff regularly expressed some concern about the effects of the 'split weeks' on students, both those on the pilot and those not. Some felt that perhaps pilot students were being disadvantaged by covering some topics in schools, topics which others were doing in college. It might be unfair to non-pilot students to 'hold them back' so that some topic could be covered when all students were together.

More generally staff felt that it was probably good for students to spend more time in schools, particularly if they were well-served by their mentors - but that it was not good for the time in the college to be cut. If the only possible conclusion of this was that the total training period should be extended, well and good:

> *We should be clamouring for more time in college, not acquiescing in less.*
>
> (Subject studies tutor)

Staff were concerned that pilot students would have less time for critical reflection; the time in schools might be packed with useful practical experiences, but there would not be the time to 'unpack' these.

There was a worry that the extension of time in schools sent a general message to students that their time in college was less important than that spent in schools and that students would thus come to see schools as their 'home' during training. Some tutors were uncertain whether they should point up the advantages of the college input more vigorously, or attempt to 'sell' the idea to students that increased time in schools was a good thing. Tutors were very aware that increased time in schools tended to point up the differences between schools:

> *Students have a perception that each of them should be having an identical school experience - the notion of different but equivalent is very difficult to get across.*
>
> (Prof. studies tutor; questionnaire, term 2)

Staff were equivocal about whether or not the change in the balance of time had this year distanced students from them. Some subject studies staff felt that, even if they had lost some time with pilot students in college, contact with them in schools might well be more productive because of the presence of the mentors. Staff in professional and supplementary studies felt they now had less opportunity to develop relationships with students. They wished they had more time to visit students when they were on placement in schools and that they had a more obvious rationale for such visits.

In summary, MHI staff are accustomed to changing and developing their courses. The pilot had put additional pressures on their time but not required any very radical change in their activities. There had been little time for any radical re-thinking of their role. In the longer term they felt their role in training would diminish. They had a general concern that pilot students had less time for critical reflection; that there would be more variation in the quality of students' school experience; and that students would come to see schools, rather than the college, as their main base during training.

5.3 Partnership in principle and practice

Staff perceived the pilot as giving an opportunity for greater co-operation with schools and for a review of the balance of responsibility between schools and college. Informants' comments relating to partnership between schools and MHI have been analysed and are considered within the following main categories which emerged:

- partnership before the pilot;
- the distinctive contribution of schools to the partnership;
- the distinctive contribution of the college to the partnership;
- the impact of the pilot on partnership;
- partnership in relation to assessment; and
- partnership within the college.

5.3.1 Partnership between schools and MHI before the pilot

Informants were keen to stress the level of co-operation and collaboration that had existed before this session. They felt that partnership should not be seen as a new feature but an increased emphasis on developments that have been continuing over a period of years:

> *The college has made real efforts over the last 15 years or so to build up partnerships with schools; the picture now is very different from 20 years ago.*
>
> (Prof. studies tutor)

Four aspects of co-operation were most frequently mentioned.

- **Networking.** Staff in MHI subject departments said they had an extensive network of friendly professional contacts in schools with whom they communicated on an individual basis over, for example, the placement of students in school departments. Long-serving staff members had built up good communication networks over the years; newly appointed staff and secondees made regular use of people who had recently been their colleagues in schools.

- **Student selection.** Staff in MHI subject departments spoke highly of the contribution made by school staff over the last eight years or so to the selection of candidates for admission to courses of teacher training. Some were concerned that a move to charging for teacher release for this purpose would make it difficult for the college to afford continued collaboration.

- **Student teaching (in college).** Over the years it has become common for successful classroom practitioners to be invited to contribute to the teaching of students in college. The perceived need for this decreases if a subject studies department has a seconded teacher in it, but it would be regretted by college staff if the practice became impossible for economic reasons. To the assertion that it would be more sensible for teachers to deliver such input within schools, college staff reply that it is more economical for one subject teacher to deal with twenty students in college than for ten teachers to deal with two students in each of the subject departments in ten schools.

- **Course planning.** It has been standard practice for many years now for school representatives to serve on course planning and review teams.

It was pointed out that these forms of co-operation usually occurred in response to a college invitation to contribute in a college-defined way and as such might not be accepted as coming within some definitions of partnership.

5.3.2 The distinctive contribution of schools

Responses under this heading were fewer than those concerned with the college role. Amongst those who were explicit about what schools should offer, there was general consensus. Schools should deal with teaching in 'real' classroom situations and with issues of classroom organisation and management, interaction with parents and helping students to understand the context of family and neighbourhood in which pupils lived.

Staff made the following points:

- Schools provide access to those necessary activities not available in college.
- Students need to have opportunities to experiment in the classroom, to try out ideas, teaching strategies and styles: 'to find out in practice what works for them'.
- There are also many non-subject-specific matters in which skills are best developed in a real and practical context; these include registration, pastoral functions, relationships with colleagues and senior management.
- Understanding of what teaching is about should develop from observing a number of teachers in action; teachers in schools provide professional role models for students.

In responses to the second term questionnaire, only half of the staff informants said that the pilot was an opportunity to improve the quality of student placement experiences. (By contrast, mentors agreed strongly with this statement.)

The fact that MHI staff had relatively little to say about the distinctive contribution of schools to teacher training may suggest that they thought it almost self-evident what that contribution ought to be; it may stem from there being little available time to re-think fundamentals.

There has not been adequate opportunity to re-assess what is best done where...

(Subject studies tutor)

5.3.3 The distinctive contribution of colleges

Staff were clear about the distinctive contribution that colleges in general and MHI in particular could make to teacher education. This began with the recruitment of students and the screening of applicants to training and then moved on to the kinds of student learning which college staff could facilitate.

Informants suggested that the college programme should help students to see how subject knowledge from their previous academic studies could be made appropriate for school learning. (Although it was not perceived by informants to be an official part of the college function, several subject tutors pointed out that students could enter training with a mismatch between the content of their initial academic qualification and the content of school syllabuses. MHI staff had to detect and repair the mismatch.) College could effectively develop in students an understanding of how pupils learn and thus an appreciation of teaching activities that were likely to be effective. Students could be given an overview of syllabuses and provided with a range of teaching styles, strategies and methods. There was no shame involved in giving students what one tutor described as 'a survival kit to start teaching'.

Time in college was perceived as an essential opportunity for students to distance themselves from any one particular school and to acquire a broader view:

...it is useful to take students out of schools in order to share their experiences with peers from other placements...

(Subject tutor)

Staff said that students should be encouraged to reflect on their personal experience, to go beyond it to draw out theoretical implications. They should be helped to locate practices within theoretical frameworks. College should help establish the criteria for deciding what counts as good practice. There is a substantial knowledge base in the college about learning which is constantly being updated by college research activity (although one interviewee said that not enough was being done to disseminate that knowledge to college staff and to schools).

Teacher training institutions have a long history of designing courses and have built up an impressive bank of theory and practice in the assessment of teacher performance. A substantial body of experience helps staff to relate student teaching performance to the contexts in which it is displayed and to see any one student in the context of many others. The expertise of the college tutor was perceived as contingent upon their experience of a large number of students in a large number of schools. This was seen as complementary to the role of staff in schools, who see fewer students but see them in teaching situations over a longer period. (This point recurred in staff views on assessment.)

Staff stressed the wealth of experience and understanding of training adults within the college, whereas schools' primary concerns were seen as being with children and young people.

5.3.4 *Impact of the pilot programme on partnership between schools and MHI*

There was considerable agreement amongst college staff about the importance of partnership between MHI and schools and a positive attitude towards developing it:

> *The purpose of partnership should be seeking to make professional training as seamless as possible and not a series of disjointed parts in opposition to each other.*
>
> (Subject tutor)

> *The pilot has contributed to the development of partnership. This is because mentors make time to talk with you when you visit. The support of students is treated more seriously in schools. Liaison has become more important.*
>
> (Subject tutor)

Questionnaire responses suggested overall that there had not been enough time in planning the pilot for thinking through new forms of partnership and their implications. Both professional studies and subject tutors would have liked to have more time in schools to work out better collaborative practices; they also thought there should have been more opportunities for mentors to visit the college. Nevertheless, the pilot had encouraged staff to consider what partnership might mean and how it could fruitfully be extended. In interviews with staff, we found a tendency for responses to be of two types. In the first, the college was clearly seen as the necessary senior partner, leading developments, making it clear to schools what was to be done and providing support to the schools:

> *The college occupies the high ground....*
>
> (Prof. studies tutor)

The college supports teachers by helping them to make their knowledge explicit and showing appreciation of that knowledge.

(Key other)

In the second type of response there was a place for schools, not only in determining their own role, but also in influencing college provision:

The policy for the future is for college and school staff to fulfil different but complementary roles. In working out these roles, school staff will be on all planning and review groups...

(Prof. studies tutor)

It is not a question of the college training the school staff, but of mutual professional development.

(Subject tutor)

Many staff felt frustrated that there had been insufficient time to explore new interpretations of partnership between schools and college. Points made included the following: the need for a better rationale and clearer models; inadequate discussion between the pilot scheme and the review group; partnership tending to be a matter of rhetoric not reality.

5.3.5 *Partnership and assessment*

Students' teaching skills were assessed on their placements by both school and college staff. They had also four college assignments to complete, which formed a progress folio; and a professional project - a major sustained piece of enquiry on a topic selected by the student in consultation with college tutors. Students had to satisfy the requirements of all components to qualify.

The assignments were all school-related: there was no assignment intended to be purely theoretical. School staff were not involved in assessing the assignments or the project and it seems in many cases that they rarely asked to see them. (However, mentors and other school staff did assist students in gathering information for the assignments.) The college set the same assignments for all students whether on the pilot scheme or not; there was a suggestion that pilot students may have completed the assignments to a higher standard. Researchers were unable to gain access to the assignment grades to confirm or refute this suggestion.

Assessment of practical classroom teaching is based on the twelve categories of skills in the nationally agreed profile reporting form. College staff commented on the structure of this reporting form; on the skills required of assessors to assess teaching skills; on discrepancies between college and school assessors; and on the system by which a final grade was established. The last two of these dominated what our interviewees had to say about assessment, perhaps because of timing of our term 3 interviews, so we shall deal with them at some length.

The system of assessing classroom teaching for this session 92-93 differed from previous practice. College tutors decided on a summative grade for each student based on the visits made to schools over the session; mentors, consulting with their colleagues as necessary, decided on their summative grade. These two grades were submitted separately to the course leader's office. This system was intended to ensure that equal weight would be attached to the school and to the

college grading. Previously college tutors had the responsibility for making up the final report and deciding on a single final grade, after discussing the student's performance with the school and giving serious attention to the views of school staff involved. Instead of being transmitted to the college via the visiting tutor, school reports in 92-93 were sent directly from school to MHI.

This session the grades were put together as a mechanical exercise and this had greatly disturbed almost all of the college staff we interviewed. Some were uncertain about how the two grades were actually handled; some assumed that there was a simple averaging aggregation. It seems, in fact, that when there was a discrepancy of one grade between the two, then the student was always given the higher grade - whoever had awarded it. If there was a discrepancy of two grades, the external examiner visited the school to help participants resolve the discrepancy. (The external examiner seems to have been used only rarely as the final arbiter, but rather to monitor the general operation of the school placements and to assist with quality assurance. This session external examiners visited students without knowing beforehand whether they were pilot or non-pilot students.)

MHI staff expressed unease with the exercise of combining grades, and confusion about how this was actually done, in comments such as the following:

> *..two independent grades to be mechanically aggregated does not reflect any advanced model of partnership...*
>
> (Prof. studies tutor)

> *You can't average outstanding and adequate. This reveals some kind of problem that needs investigating.*
>
> (Subject tutor)

Some staff were worried about the perceived credibility of their assessment of students when it was later subject to what one of them called *'this appalling aggregation of assessments'*. Even where there was understanding that students would be given the higher grade, a subject tutor pointed out that this could also be wrong. It suggested a confusion between typical and exceptional performance.

> *It may demonstrate that the student is a good teacher on occasion but not very frequently. The mechanical combination of grades is philosophically and practically invalid. Convenient is the only thing that can be said about it...*
>
> (Subject tutor)

It should be observed that none of the spirited criticism of the system of reaching final grades attacked the principle of giving serious importance to the assessment of teaching done by schools; this principle was fully accepted by college staff. College staff perceived it as fairer to students to involve more than one party in assessment. School staff see a student teaching in a variety of 'routine' situations over a period; college staff are better able to compare student performance with that produced by other students in other contexts. Staff all agreed that there are clear advantages in a combination of internal and external assessments.

We do not have quantitative evidence of the frequency and extent of discrepancies between school and college assessments. It seemed that

discrepancies were infrequent and relatively minor in nature - and generally rapidly resolved by professional discussion between the parties involved. Staff, however, noted that if there is any disagreement at all over teaching grades, the student concerned will understandably see the matter as extremely important. (When the researchers were in study schools in term 2, they were made aware of a few cases in which great depth of feeling was obvious.)

Some concern was expressed by several staff that teacher education as a whole, and this pilot course in particular was becoming increasingly assessment driven:

> *students lurch from one assessment to another throughout the whole training year.*
>
> (Prof. studies tutor)

One subject tutor was sure that students perceived themselves as over-assessed and was certain that they were on the whole under considerable pressure. Students concerned with how they would do on the next assessment would tend to stop exploring different ways of teaching and to enjoy their teaching less. Increased emphasis on assessment - a trend which extends far beyond the pilot - was seen by more than one tutor as the biggest recent change in teacher education - *'it has skewed the whole thing'*.

MHI staff said that the practice of making brief visits to schools to observe and assess somewhat 'artificial' lessons no longer occurred and that they were irritated when students and school staff still used the term 'flying crit'. The subject tutors we interviewed made it clear to us that their current practice was far removed from this caricature. It was now common for college tutors to arrange to be in schools long enough to see a number of teaching episodes by students and to have extensive conversation with both student and school staff. Discussion sometimes involved a considerable element of self-assessment by the students and might well focus on an agreed development profile. A few college tutors, however, had not, according to mentors and students, departed very far from the 'flying crit'.

There was some awareness that questions exist about who should set, support and assess the school-based assignments. We were intrigued by the reported experience of a supplementary studies tutor, who had set students an assignment firmly rooted in school work. The tutor claimed to have been actively discouraged from visiting schools this session, so as not to confuse the work of the pilot; and therefore made *'informal and furtive'* visits to each school to talk with teachers about the progress of students on the assignments and the assessment of them.

5.3.6 Partnerships within the college

Several staff commented on the need they perceived for partnerships to develop with colleagues within the college. Both the pilot and the programme designed for next session have distinguished between the roles of subject and non-subject or professional studies tutors. This year only subject tutors visited schools; professional studies tutors did not, although their college-based input to the course was school-related. One professional studies tutor (in addition to the supplementary studies tutor described above) found this difficult, as without visiting schools s/he had little confidence that the work required by the assignment

was appropriate. This relates interestingly to the view of at least one school which wished to influence the design of the assignments and also to the view expressed by some students that professional studies tutors did not have direct experience of schools.

A number of interviewees suggested that there had always been a tension within the college between subject studies and professional studies. This had not been created by the pilot scheme (nor removed by it). There was resentment in some subject departments about the implications of the conventional college nomenclature: if some studies are professional, does this mean that the others are not?

> *We are centrally concerned with the professional development of students **through** the subject. What we do overlaps with what is, or could be, done in professional studies - but it is more acceptable to students because they see the relevance of it when we do it.*
>
> (Subject tutor)

> *They (the students) go along with a view of themselves as vessels to be filled with subject knowledge...*
>
> (Prof. studies tutor)

It would be unfortunate if productive partnerships developed between subject departments in college and mentors in schools over subject-related matters and between professional studies tutors in colleges and co-ordinating mentors in schools over whole school and cross-curricular issues, without a corresponding enhancement of partnership within college between subject and non-subject departments.

While some college staff pointed to a need to improve relationships within the college, others spoke of enjoyable and useful co-operation between subject and professional tutors in the workshop component of professional studies. In addition, researchers were told of the generation and use of a professional development profile for students which involved a close four-cornered partnership between one subject department, a professional studies tutor, school mentors and students.

In summary, aspects of partnership were developing before the pilot. Staff were well-disposed to an extension of partnership, but felt that there had been insufficient time within the pilot to think this through. Staff saw schools and college as having distinctive roles in teacher education: this made partnership desirable. Some thought it obvious that the college would remain the senior partner, but others did not. College staff accepted the principle of partnership in assessing classroom teaching, but questions remain about how best to resolve any differences of view. There could be a closer partnership *within* college between subject and professional studies staff; there is at least one very promising initiative in this regard.

5.4 Mentors and mentoring

College staff recognised mentors/mentoring as a crucial feature of the pilot. The general perception of college staff was that mentors were tackling their remits

seriously and enthusiastically and making good use of the time made available to them for the task. Informants' views on mentors and mentoring are reported here under the following headings:

- the idea of mentoring
- mentoring in practice
- qualities of mentors
- co-ordinating mentors
- mentor training

5.4.1 The idea of mentoring

In responses to the first questionnaire many college staff appeared sceptical about the general idea of having mentors in schools, especially when this was combined with a decrease of students' time in college:

> *More school contact time is obviously on the debit side: a loss of much solid grounding in skills and understanding necessary to teach the subject. Mentors have neither the time nor the training to replicate this.*
>
> (Subject tutor, questionnaire, term 1)

> *Teachers have still to realise the implications of what they are taking on....*
>
> (Subject tutor, questionnaire, term 1)

Later on in the session, the majority view was clearly that if students had to spend longer in schools then it was a good idea for the people in schools who had responsibility for student development during placement to have time specifically allocated for the activities of this important job. The experience within other professions, for example social work, was felt by some to be a positive one. Mentors, it was said, are able to enhance the placement experience when they have specifically allocated time to take a considered approach, to become familiar with the developing performance of students on a day-to-day basis and to identify those areas of strength to be praised and those areas of weakness needing attention. Some MHI staff predicted that mentors might become a very powerful group within the profession if they were able to acquire a sound theoretical framework for their activities; perhaps their mentoring role should link into academic and inservice awards. Mentoring was seen as being potentially helpful to the professional development of the mentors as well as that of the students, and perhaps it might also foster a general developmental culture within the school.

A minority of interviewees still expressed reservations in the third term:

> *mentoring is an old-fashioned concept suggesting an expert filling up a novice with [subject] knowledge*
>
> (Prof. studies tutor)

> *secondary schools have been doing the work of mentors for decades; their activity is devalued when SOED pays other schools to do the same thing.*
>
> (Subject tutor)

5.4.2 Mentoring in practice

MHI staff were of the view that, by and large, mentors were doing a good job during the pilot:

> *The impression I have is that the co-operating schools in the pilot display a degree of enthusiasm at which I am somewhat surprised. I do not believe this to be simply a feature of the funding available.*
>
> (Subject tutor, questionnaire, term 1)

Some mentors were thought to be experiencing difficulties in term 1.

> *They are not experienced in taking the equivalent of college input sessions and have expressed their anxieties in a number of telephone calls (including to my home).*
>
> (Subject tutor, questionnaire, term 1)

There was general agreement amongst MHI staff in terms 2 and 3, based on the evidence staff had from visits to mentors in schools and on feedback from students, that mentors were tackling their remits with commitment and enthusiasm. Variations in patterns of provision and in quality were recognised:

> *Some schools are doing an exceptionally good job; most are doing OK; there are some problems....*
>
> (Subject tutor)

It was felt that mentors had done their best work in term 2. In term 1, there was understandable anxiety and uncertainty about their role. In term 3, they were dealing with a new group of students (as pilot students moved to their second school) and MHI staff thought it was not always easy to maintain enthusiasm in a school term that was generally recognised to be complex and 'messy'. Some staff said that the quality of mentoring seemed to improve as students gained in confidence and abilities. There was a general view amongst MHI staff that it was the weakest students who benefited most from the existence of mentors.

Problems had arisen in a minority of cases. In one instance the original mentor had left the school and been replaced by someone with no training and a smaller time allowance. All the other problems were said to have arisen in cases when the mentor came from a subject other than that of the student.

> *When things go awry, as they occasionally do, the mentor is from a subject outwith the student's subject. This is just not satisfactory.*
>
> (Subject tutor)

Although the majority of college staff argued very strongly that each student must have a mentor from the same subject as her/himself it is noteworthy that one MHI informant suggested that this meant that mentors were being asked to do the wrong thing - to concentrate on the subject content of teaching rather than on ways of improving pupils' learning.

There was a certain wry recognition from college staff that mentors had now come to recognise the same role conflict that they themselves have known for a very long time - the old 'assist-assess' problem. Many mentors were recognised to have formed warm, supportive relationships with 'their' students and then as term 2 progressed to have become increasingly aware of the need not just for

ongoing formative/diagnostic assessment of the student but for summative assessment including the assignment of grades. They found that adopting the currently fashionable role of 'critical friend' was not as easy as sometimes thought.

> *Some mentors are almost too nice - they only mention what students do well....*
>
> (Subject tutor)

On the other hand, several college staff commented on the welcome increase in the pilot of *'openness and straight talking'*. Those mentors who had managed to be open with their students from the beginning about perceived strengths and weaknesses were thought to have had little difficulty with the assessment procedures. Nothing in the summative reporting then came as a surprise to the students.

5.4.3 The qualities of mentors

Before looking at the personal qualities that college staff felt mentors ought to possess, we should consider who MHI staff thought should be mentors. We have already said that there was a strong preference for mentors to come from the same subject as the student(s) they mentored. There was an interesting shift over time in the college view as to what status a mentor should have: near the beginning of the pilot the majority felt that the mentor should be the principal teacher of the subject - this would give to mentoring the importance it deserved. (Supervising teachers in the past have normally been principal teachers.) By the end of the session college staff had, as a result of their experience of the pilot, concluded that the mentor **need not** be the principal teacher, and some thought the mentor **should not** be the principal teacher:

> *PTs are too busy to do a good job; their time with students is always likely to be eroded by distractions.*
>
> (Subject tutor)

College staff were by this time of the opinion that mentors should be chosen for the skills and qualities they possessed, irrespective of their status, position or length of teaching experience.

Mentors, according to MHI staff, should have these qualities:

- they should **want** to do the job - and be happy to devote time to working with students and listening to them
- they should be 'people-people', able to establish good personal relationships within which they can provide constructive criticism
- they should provide a credible role model as an effective teacher
- they should be development-orientated, reflective about and critical of their own teaching
- the form of their support for students should lead to autonomy not dependence

5.4.4 Co-ordinating mentors

Co-ordinating mentors were perceived by our 'other key MHI informants' as people crucial to the success, or otherwise, of the pilot. They were, however, mentioned infrequently by MHI teaching staff. Teaching staff in subject departments relate directly to mentors in school subject departments. Tutors in non-subject departments were not required within the pilot to have direct contact with anyone in schools. They did, however, recognise that the co-ordinating mentor had an important role in developing students' awareness of general school issues and policies not centred on classroom teaching. If professional studies staff were to assist with the delivery of materials in schools on such issues, co-ordinating mentors would be their normal link-people.

The 'quality' of schools' overall mentoring provision was recognised by key college staff as being determined in large measure by the effectiveness of the co-ordinating mentor.

5.4.5 Mentor training

Considerable importance was attached by the 'key others' to mentor training within the pilot. Mentors received three days' training, two of which were delivered on the college campus; this was consolidated by some on-site support in schools and some meetings in college of mentors from certain subjects. The Director of Teacher Education, who has substantial experience in the training of mentors and supervising teachers, was the main influence in the design of the training. The training was supported by high quality print and video materials. The Project Development Officer and Research Assistant played important roles in the delivery of the training and the development of the training materials:

> *It helped to have two neutral and enthusiastic people to facilitate the training - they were unthreatening to both college and school staff.*
>
> (Key other; term 3)

Only a few of the MHI staff interviewed said they had not attended any mentor training and knew little about it. Most others had enjoyed participating in the training - particularly in term 2 and in the parts concerned with the assessment of teaching. Everyone who expressed a view felt that the training had been well received by the mentors. This was not necessarily a cause of pleasure:

> *Mentor training was, in my view, inadequate. I am surprised and disappointed that the mentors seemed to like it.*
>
> (Subject tutor)

College staff recognised that school staff were being trained to carry out functions that they themselves traditionally regarded as their own and in which they believed they had expertise born of substantial experience. To say that mentors did not need any training, or to argue that three days was all the training necessary would have been to underestimate and undervalue their own skills and expertise. This is not to say that all opinions on mentor training arose from this kind of argument. Several staff pointed out that any one mentor would only

see one or two students in any one year; that there were only likely to be five or six mentors in any one school; and that it was difficult to imagine any system of training that could be wholly school-based or school-focused. They felt there would always be a clear need for mentors from a number of schools to come together in some suitable environment - like a college.

College staff felt that it was probably necessary for mentor training within the pilot to centre on the observation and assessment of teaching as it did. This was a necessary focus, but it was not seen as sufficient:

> *Mentors now need to develop a broader conception of their role; they need to develop their analytical skills within a good theoretical framework.*
>
> (Prof. studies tutor)

> *Training was upbeat and simplistic. I would have done far more to alert them to the difficulties and subtleties...*
>
> (Subject tutor)

It was frequently pointed out that mentor training must not be a one-off event. It ought to be a rolling programme, responsive and flexible in the face of changing mentor needs. New mentors would have to be catered for and experienced mentors would need more in-depth treatment and a more extensive menu of training opportunities. Several members of staff were thinking hard about how mentor training could be integrated with a developing inservice awards scheme.

About one third of our interviewees pointed out that mentor training as supplied within the pilot had not embodied any very developed notion of partnership:

> *Mentor training did not display a good model of partnership. Mentors were told what to do from an authoritative booklet. There was no co-definition of purposes and roles.*
>
> (Prof studies tutor)

> *Looking to the future there needs to be training for both school and college staff. Both need to do everything - mutual staff development.*
>
> (Key other)

In summary, staff came to believe that mentoring is 'a good thing'. They thought that almost all mentors were enthusiastic and committed and most were effective (perhaps particularly in term 2 and on matters directly related to classroom teaching). The skills and qualities of mentors were seen as more important than their position or length of experience; staff preferred mentors to come from the same subject as the students they had responsibility for mentoring. Key MHI staff felt that co-ordinating mentors played a crucial role in determining the quality of the whole-school aspects of placement experience. Mentor training, especially on observation of teaching and its assessment, was thought to have been well-received by the mentors, although MHI staff had some reservations about its content and suggestions for mentor training in future.

5.5 Issues of organisation and resourcing

College staff identified many concerns about the organisation and resourcing of the pilot. This does not mean that there was a clear consensus on what was not liked; nor a unanimous verdict on how things should have been different. Many of the issues identified relate to ones which teacher educators have been arguing over for years and for which there are no obvious easy solutions.

5.5.1 Money for mentoring

Schools in the pilot were able to use resources put into the pilot scheme to purchase supply cover to provide the time for mentors to work with students. Many MHI staff felt this could have adverse effects in future. Staff said that for many years schools have supported teacher training as some kind of grace-and-favour extra taken on out of a general professional obligation. Now that it had been recognised that the school input should be paid for, the college should not expect the voluntary contribution to continue unchanged. If pilot schools did not receive the same level of financial support in future they might be unwilling to continue. It was feared that schools not involved in the pilot which had taken non-pilot students this session might be reluctant to continue to take students knowing that pilot schools had received some financial recompense:

> *New possibilities have been opened up; if funding does not continue at the same level.....I am very seriously worried...*
>
> (Prof. studies tutor)

5.5.2 The resourcing demands of partnership

Bringing school staff into college to help with the selection of students and to contribute to courses was thought to be a cost on the college which it could not continue to afford to meet. Joint planning of courses, course materials and assignments took time. College staff objected to any simplistic assumption that basing more of the training in schools would cost less for the college and would mean less work for college staff. Although this might conceivably be true in the long term, they said it was certainly not true for the short and mid term. Building partnership would require more contact with schools, more time to talk to and to listen to mentors.

Researchers were made clearly aware of the complex and fragmented role of college tutors. They had many different responsibilities and responding to the demands of the pilot came on top of many other commitments. We do not have the evidence to come to any general conclusion about the burdens upon college staff during this session; it is, however, interesting to note the view of one person seconded to college from a school:

> *I am returning to school next year as the workload is too heavy and stressful in college....*
>
> (Subject tutor)

5.5.3 Communications

Many people were critical of the quality of communications about the pilot, although they appreciated how little time had been available for planning the scheme and they recognised that there were always communication difficulties

in an institution where most people had a variety of roles, some of which took them regularly out of the institution.

Staff criticised the communication, especially in term 1, between college/course administrators and themselves (*'there wasn't enough consultation and feedback about the pilot...'*) and between college and schools (*'the speed with which the pilot had to be mounted meant inadequate time to liaise with mentors'*). Things were thought to have improved substantially over the year, but some will find it difficult to forget the problems of the first term.

Term 1 was the worst professional experience I have ever had.

(Prof. studies tutor)

5.5.4 Extended experience in one pilot school

Students on the pilot spent a block of seven weeks in a school in term 1 and then returned to that same school for another six weeks in term 2. Staff did not appear to be opposed to the principle of a lengthy period in one school and accepted the arguments in its favour. They did, however, express worries of two kinds.

- If the student was 'weak', there would be a problem for the school and possibly adverse effects on the pupils, perhaps even resulting in parental complaints about the disruption caused to pupils' education. On the other hand, if the department or the school was 'weak', this would have a very serious effect on the overall training experience of the student. The longer the association with any one school, the more important some form of quality control of placement schools would become.

- There were doubts about the wisdom of a change to a new school coming after two terms and for term 3. Term 3 seemed to be generally accepted as a complicated, atypical and 'messy' term in schools. It was not the best time for students to try to get to grips with a new school situation; nor was it the best time for mentors to gear themselves up to deal with a new batch of students. The important assessment of students, to be made available to potential employers, had to be made by the end of term 2, i.e. on the basis of experience in only one school. The majority of our informants would have preferred students to do the term 1 placement in their first school and then move schools at the end of that first term; the second school would then have the students for the placements in terms 2 and 3.

5.5.5 Reduction in number of schools

There was unease expressed by all the subject tutors we interviewed that the small number of pilot schools would result in the allocation of students to schools by a central authority within the college which might not take the wishes of the department into account. In fact we found evidence of this happening in only one case. Tutors in subject departments in college were very aware that you could have a 'good' school which had within it departments unsuitable for student placements. They argued that the quality of the student's experience depends crucially on the quality of the departmental context in which the mentor and student work.

Anxiety about the consequences of a small number of pilot schools extended to a dislike of any concept of 'training schools'. It is not only that a training school

could have within it departments not suitable for student training. MHI staff, both subject and professional studies tutors, wished to see a wide variety in the types of schools in which students are trained and they disliked the idea that some schools might be excluded from the benefits of having a regular injection of fresh blood into them. (There would be some support for having a school as a mentoring school for a limited period and then allowing it to take a 'resting' period.)

5.5.6 Student groupings

Staff were not wholeheartedly in support of the pairing of students within pilot schools. The concepts of peer support and 'critical friend' were approved, but there were thought to be disadvantages. In some pairings an element of competition was said to have emerged and there were reports of occasional personality clashes. Two students were thought to be overwhelming for the smaller school departments of two or three teachers.

There was no doubt in staff minds about the extent to which students could support and learn from each other. In responses to the second term questionnaire, college tutors agreed that students got more peer-group support in the pilot arrangements. This was because they were usually in groups of ten in each pilot school. Meeting together in schools on programmes arranged by the co-ordinating mentors encouraged interaction - as did travelling together to the more distant pilot schools.

Disagreement existed about the composition of student groups in the college for the workshops and professional studies tutorials. Subject staff tended to think that the workshops were more productive when students of the same, or closely cognate, subjects worked together; professional studies tutors were clear about the benefits of a mixed subject group when cross-curricular topics and broad ideas were being dealt with. Any one student in the pilot this session had rapidly to come to terms with being in a workshop group, a tutorial group, a subject group and a mentoring group. Staff felt that, even when the students appeared to cope well with all the regroupings, the arrangements prevented any one tutor getting to know the students well.

5.6 Concerns for the future

It is not always easy to distinguish views on the pilot from more general concerns about the perceived future of teacher training. Talking about specific features of the pilot often led into more general issues. Strongly held views about the direction in which it was believed the government wished to move teacher training clearly affected the ways in which staff reacted to aspects of the pilot. Staff had a great deal to say about general concerns. Most of this can be dealt with under the following main headings:

- priorities in teacher education;
- the importance of the college in teacher education; and
- tensions within MHI as a community.

5.6.1 Priorities in teacher education

A majority of staff interviewed, but certainly not all, felt that the priorities and emphases in teacher training were changing in ways that were uncongenial to them. The things now being emphasised were skills, competences, assessment, the observable and the quantitative. Staff perceived a corresponding reduction in the importance attached to people, to the development of individuals, to the theoretical and affective dimensions of learning and to the reflective and problematic.

Many staff spoke of these matters in eloquent, and sometimes impassioned, ways.:

> *Moray House now has to work to a completely wrong model for the production of teachers. There is a conception of the ideal teacher - perhaps as defined by the SOED competences. We are required to take students, identify the bad bits and get rid of them - or find out what they are lacking and fill them in. Instead we ought to accept that teachers come in all different shapes and sizes; each one of them has to find what is in himself or herself and then develop that.*
>
> (Supplementary studies tutor)

5.6.2 The importance of the college in teacher education

Staff felt that there was now a fairly large question mark hanging over the future role and importance of the college in the teacher education of the future. There was a general worry that teacher training would inevitably become more and more school-based and thus more and more practice-orientated. The role of the college and its importance would diminish.

Professional studies tutors were agreed that there was a trend to underplay and undervalue the theoretical bases of professional preparation and thus perceived themselves as being under the greatest threat in initial teacher education. Some were openly pessimistic: *'I worry how much longer I shall have a job'*; others saw an exciting role for themselves in the continuing professional development of teachers, particularly mentors.

Staff felt it very unlikely that teacher training at MHI, or significant parts of it, would just wither away. A significant minority of staff, however, said that it was likely that in some circles the simplistic notion would prevail that less time for students in college would mean less need for college staff. They foresaw that staff would leave and not be replaced; the workload would grow; and individual staff would become more and more overloaded and stressed.

5.6.3 Tensions in college

There is tension within the college - perhaps a creative tension, perhaps not - between subject departments and those dealing with 'professional studies'. As we said earlier this has not been created by the pilot, but the pilot has not resolved it. On the one side people do not like subject insularity; they think that concern for curriculum content leads to the narrowness of a subject focused curriculum. The other side believes that professional studies are overly theoretical and somewhat irrelevant to the practical demands of the classroom or, even if they are not, that professional development is best pursued from a subject base. Students,

it was said, have been critical of professional studies for decades and it was time that criticism was listened to seriously.

Some saw no evolutionary way out of this situation:

> *Subject studies and professional studies are running in parallel and not communicating with each other; get rid of them both and start again...*
>
> (Supplementary studies tutor)

Others saw the future in the kind of productive partnership that we mentioned earlier:

> *Accept that professional studies do not have a monopoly on professional development; it is important for students to recognise that professional development is an ongoing struggle - and to see college staff struggling together.*
>
> (Subject tutor)

There also seems to be a tension within the college between those staff who insist that they have one clear and overriding priority - to develop a quality relationship with students - and those who accept that practical realities force other priorities upon them. The former group tend to see the college authorities as primarily concerned with income generation through consultancy and with an increase in the number of research publications - activities which they see as detracting from the amount and quality of attention which staff can give to students.

To summarise these concerns for the future, staff views on the pilot are affected by their general perceptions of trends in teacher education - some people dislike present priorities. There appear to be tensions between subject and professional studies staff and between 'student-centred' staff and others.

6 Other Key Informants

6.1 Other informants

Three other groups of informants contributed to this project: participating regional educational authorities (EAs) with pilot schools in the project; staff from other teacher training institutions expecting to make adjustments in their current PGCE courses in order to meet the new SOED guidelines on teacher training; and the General Teaching Council (GTC) responsible in Scotland for the certification of teachers. In Scotland, teachers' contracts include a role in working with students. *Duties of Teachers** reads: 'to contribute to the professional development of colleagues including probationary and student teachers' but there is no detailed code putting this into practice.

Members of each of these groups were interviewed during the course of the project: in the first and second term, a few staff involved with other PGCE programmes were interviewed; a member of each of the EAs, and a senior representative of the GTC, were interviewed by telephone or face-to-face towards the end of the pilot year. A note of each of the individual interviews was sent for amendment and confirmation to the informant.

These informants from outwith MHI and schools held senior posts in their respective organisations and they have been important in providing a more general context for the future of teacher training in Scotland. Their views are combined under five broad areas:

- their involvement in the pilot
- interpretations of partnership
- how the pilot worked out in practice
- resource issues
- implications for the future

6.2 Involvement in the pilot

Scottish regional education authorities have responsibility for the quality of education in all state schools in their area and are the employers for the teaching force. (Approximately 94% of all pupils in Scottish secondary education are in public sector schools.) The EAs have supported the more overt role taken by schools in pre-service training following the publication by HMSO of the Sneddon report, *Learning to Teach*, in 1978. Collaboration between the EAs of four regions

* Scottish Joint Negotiating Commitee for Teaching Staff in Schools Education, Schedule B (Circular SE/40)(g) 30 January 1987

(Borders, Central, Fife and Lothian) and Moray House Institute of Education was formalised by the establishment of The College / Regional Organisation of School Experience (CROSE) set up to ensure the best advantage to students working in schools. The links between the EAs and MHI are substantial with advisers or teachers being involved in student selection as well as on review or working groups for various programmes, assessment boards and other college related panels. All three EAs who were participating in the pilot were supportive of the scheme in principle. A significant problem reported by these departments was the lack of forward planning by the Scottish Office. One EA representative considered that the EA involvement had not been well thought out by SOED last year, and said that one EA had learned about the details of the pilot only indirectly - from the school which had been directly approached by the college. This was not true of the other EAs.

The other institutions in Scotland which provide PGCE (Secondary) courses had no direct involvement in the pilot. They were, however, keenly interested in its progress. Two seminars had been held, at which MHI staff reported on the implementation of the pilot. The other institutions stressed that although they would not themselves have mounted a pilot in identical form, they wished to learn from the MHI experience. Their major concern was that they would not be given time adequately to plan any revised course. A second concern was that the overall funding of teacher education would be insufficient to support increased activity in schools, without simply subtracting from their own budgets - transitional costs could be high.

The General Teaching Council had been involved in the pilot scheme from the beginning and was represented on the SOED Steering Group for the MHI pilot as confirmation of the principle behind the pilot scheme: the place of school experience is central to teacher education.

There was general consensus amongst our informants that the Scottish Office had expected a pilot to be set up within a very short time span indeed and that MHI had responded very effectively.

6.3 Interpretations of partnership

The fact that schools and EAs opted into the pilot is evidence of the EAs' interest in, and commitment to, the development of young teachers. Any criticisms of the pilot year must be viewed against the backdrop of EA support for increasing the amount of training located in schools. Not all of the EAs felt their role was clearly defined and they hoped their role would be clarified in any future development of this kind.

Looking at what the various partners might contribute, EAs perceived their role as enabling schools to achieve their primary goal - the education of pupils through the delivery of a satisfactory curriculum. Parents needed to feel confident that their children were continuing to receive a good education. EAs also provided an environment for training, enabling teachers to fulfil their ongoing teaching commitments alongside supporting students' professional development. This required receptive schools, pleasant to work in, with good staff and sufficient resources. Informants noted that EAs have a long-term interest in the quality of training of their potential employees:

Probationers always say that the best part of their training was the school placement and tend to under-estimate the college's contribution.

The senior member of one EA who made this comment would like to think that as a result of increasing the amount of time spent in school during training, students acquired skills and knowledge in areas that they currently feel unprepared for - such as discipline, class control. This informant perceived school experience as enabling students to learn 'tricks of the trade' and classroom skills as they developed techniques of control and clarified how to manage classrooms and the practicalities of learning. Colleges were seen as offering a theoretical background and as helping students to put what they did in schools in a broader context: showing the *'panoramic scene'*.

Some components of training have traditionally been delivered in college. If a greater proportion of training is to be based in schools is it feasible for schools to take over some of these areas as a result of re-thinking the balance of school and college contributions? Informants were concerned about ensuring that students were not disadvantaged by having very different school experiences. They feared schools might not all cover the same areas of the course or that some schools might have too narrow a focus when delivering aspects of training. An EA informant thought that the college could cover multi-cultural issues from a much wider perspective than schools could.

Every informant in these three groups ascribed to the colleges an important role in preparing teachers. All the EA representatives thought that college courses should provide a variety of opportunities, supporting theory and background knowledge. One informant suggested knowledge should relate to models of child development, classroom organisation, the legal framework for education, comparative education and an outline of the history of education. College was perceived as the last formal chance to support students in their formulation of educational philosophy. As one informant summed it up, college offered opportunities to discuss and reflect upon the curriculum where more reflective and philosophical approaches could be taken: *'the hurly burly takes place in schools.'* After initial teacher training was completed, any further theoretical work would be on a voluntary basis.

EA informants recognised the quality of work at MHI but it was suggested that the pilot scheme might bring into question the college's input on a variety of issues such as managing children's behaviour, curriculum planning and subject teaching which, to a significant extent could be dealt with in schools. Informants acknowledged the tension between wanting college to help students, on the one hand, to become effective pragmatic practitioners and, on the other hand, to gain a more reflective stance and a broader vision of education. Any programme of teacher training should empower students to become fully professional.

An important question to ask of new schemes is how the college responds differently to students because they spend more time in school. At one level, an EA informant thought that MHI would be able to use the increased time in school to contextualise their input to students' learning. This was a question of major interest to other colleges. How would relationships change within college - such as between professional and subject tutors? An informant from one of the other

Scottish teacher training institutions perceived there was some *'cave-man'* thinking and some resistance amongst teacher trainers to alteration of established patterns of training. Our informants recognised that things could not remain the same within colleges if school experience, the other aspect to be integrated into the course, was changing.

There was recognition that there has to be flexibility in partnerships with roles being uneven and varied at different stages. An informant was critical in general of some people in training institutions (not necessarily MHI) who in the past had conveyed a message of *'always knowing best.'*

6. 4 How the pilot worked out in practice

'The pilot has brought the schools involved and MHI closer together.' This informant suggested that as a result of the pilot, the college had become more understanding and sympathetic to the practical demands of schools. At the same time the institution had gained in credibility, breaking down the view of college being *'up there'*. Schools had gained a greater role in assessment which one of the informants familiar with college practice described as *an awesome responsibility* but also as a continuation of Moray House practice of having the schools play a central part in assessment of students' work in school. Other college informants had a number of questions in mind about assessment:

- Who from a college would be deemed appropriate to assess - only the specific subject tutor?
- What would be the role of professional studies tutors?
- How would it be possible to get round the demands from potential employers for important assessments in term 2 when there would still be another term of the course to go?
- What would be the mechanics of obtaining agreed assessments? MHI adopted a mechanical approach to reaching agreed grades for school placement this year but was caught up in the national practice of making term 2 assessment the most important one. Any resolution of this dilemma is beyond the brief of a single pilot scheme.

EAs and their advisers did not have direct contact with students but maintained contact with the pilot largely through advisers visiting schools and/or keeping in touch with the relevant heads. Each EA maintained a watching brief, being prepared to take action if the need arose; this situation did not arise in the pilot. The EA, in collaboration with headteachers, also ensured that good quality staff were involved to enable the pilot to run effectively. Overall the schools and the staff who participated were perceived to have benefited from the pilot scheme: staff were reported to have put a huge amount of time into working with students and to have *'got quite a charge from it'*. Having so many students in each pilot school was perceived to have been less intrusive than had been anticipated.

Visiting advisers noticed that mentors interpreted their roles differently. In one case the mentor was seen as trying to extend the responsibility to convey

everything the mentor had learned in twenty years' experience as well as taking on an almost parental role. One EA representative thought this might have happened in cases where mentors were working with students of roughly the same age as the mentors' own children.

In general EAs felt that mentors took their responsibilities very seriously it would even have been possible to recruit more mentors if necessary. EAs felt that headteachers had chosen mentors carefully, aware that it was not appropriate for every teacher or department to take on a mentoring function. It might be better not to involve principal teachers but that could be difficult if very small departments were involved.

In practice, EAs were largely accounting agencies, redistributing to schools the resources allocated by SOED for school support of pilot students' placements. The EAs, who manage staffing and salaries, had the responsibility for the money and approved schools' expenditure, most of which was for staffing. Supply teachers were not only used to cover mentors' commitments but also to enable other teachers in a school to become involved. Approval was also given for the purchase of computing equipment for students' use in some schools.

One EA felt that EAs and schools were put into a difficult position in being asked to react to something which they did not feel had an *'explicit philosophy'*. Increasing the amount of time students spend in school and the introduction of formal mentoring were not innovations which lead inevitably to only a single approach to teacher education. A clear statement of the philosophy underpinning the course was also needed. This informant would have preferred the SOED to produce a paper outlining the principles and practicalities of the pilot training programme. It was seen as regrettable that the new guidelines on teacher training were only published well after the MHI scheme was under way and one view was that it would have been better to delay these to take account of the actual experience of the pilot. In the longer term, the guidelines and explicit competences might provide both mentors and college with a framework for working with students.

It was generally agreed that MHI was *'in the driving seat'* and that that was reasonable at this stage: *'someone has to get the ball rolling'*. The scheme appeared to have worked better in some schools than others. An EA informant thought it had been appropriate for Moray House to take the lead in mentor training and understandable that it had been a *'top down'* approach because there had been so little time to prepare. Mentors had reported to the EA less satisfaction with the introductory day of training than with the written material which was seen as clear and helpful. This informant thought that within one or two years, experienced mentors would want to contribute much more to preparation programmes for mentoring. This point is discussed further below in looking at what our informants saw as the implications of the pilot experience for the future.

6.5 Resource issues

All informants in these groups perceived the main issue to be how the intensity of school-based training modelled in MHI could be sustained and extended to involve all courses, students and training institutions in all regions. Some felt that

schools might not need the level of funds which was allocated in the first year of the pilot. EAs manage staffing and salaries and it was therefore considered inappropriate in the pilot for SOED to give the money direct to schools. The EAs also agreed the allocation of staffing with headteachers but believed that schools would be neither able nor inclined to take on this extra commitment without resources were to be made available for the total training budget, then some EAs perceived that this could mean a reduction in the colleges' commitment and also possibly diminished willingness of EAs to participate.

Anxiety was expressed that expectations may have been raised about training in schools which cannot be met. Notions of partnership were seen as exciting and supportable but the resource issues had to be worked out to avoid in future the unfortunate timing imposed on the pilot scheme. Colleges were naturally anxious about resource issues at a time when they perceived reduced budgets for higher education and when their own role in training was under scrutiny. They pointed to the difficulty - for all potential participants - of planning a course which would be educationally defensible, without knowing the amount of funding available nor how it would be distributed between the participants. Course planning (especially involving the complexities of partnerships) could not be effective if it was delayed to the last minute. Time scales should take realistic account of the conditions, including clear financial commitments, necessary for the partners to plan their programme.

Initially, EAs may have been concerned about parents' reactions to the effects of increasing the level of supply teaching. The overall number of supply teachers is steadily climbing and it was envisaged that there might sometimes be difficulty in finding appropriate cover in shortage subjects such as modern languages. Supply teachers might then have been doing no more than 'baby-sitting'. In the event this had not been a problem and no informants reported adverse reaction from parents in the initial pilot year. Informants noted that the impact of such schemes on schools and on the teaching and learning of pupils would have to be carefully monitored in future initiatives. It had been obviously well managed at school level in this scheme, an EA informant said. In the longer term it was thought important to inform parents of the implications of these changes in pre-service training for the pupils.

6.6 Implications for the future

Informants considered that an unfortunate mismatch in timing was brought about by SOED's planning schedule. It was argued that the results of the pilot should have been known and evaluated before the Guidelines for Teacher Training published in 1993 were made public.

Certainly informants feel that increasing schools' responsibility in pre-service training will require appropriate resourcing. Reconsideration of funding for training will have to be effected by 1996. EA informants noted that their future role would change with devolved school management (DSM) when each school would be responsible for at least 80% of its own budget. The situation could then become more competitive. Instead of the current *'closed market'* with the partnership schools, under DSM money available for training would have a direct impact on a school's budget. Individual schools might negotiate competitively with training

institutions. An EA's administrative role would be diminished but the GTC and colleges would retain their responsibilities for training.

Before devolving powers to schools, EAs said they would need to be reassured that the quality of pupils' education would be maintained at an adequate level. If pupils were likely to suffer because of more school-based training, EAs could withdraw approval for schools to be involved.

The principle of increasing the amount of time students spend in schools was welcomed by the EAs involved in the pilot but if this were to be extended to all students in training - including the four-year BEd courses - this would have major resource implications for EAs whose schools were being used.

Looking to the future, one EA informant wondered how this year's enthusiasm and commitment could be sustained. Most innovations attract the *'lively', 'bouncy'* teachers initially and usually it is the same people who volunteer for everything. As time goes on, even the less enthusiastic staff have to become involved and this can have a deleterious effect on the initiative. An informant wondered how an initiative of this nature could be prevented from becoming *'old and tired'* or *'cheap and nasty'* and went on to describe many teachers as suffering from *'innovation overload'*. They might be reluctant to take on further responsibility such as students' training.

The issue arises about whether the same schools and teachers should be used on a regular basis. EAs are not intending to locate students in the same schools each year, establishing *'training schools'*. As one informant said, there is no reason to exclude any school, if in principle it is advantageous to have students in schools.

Not all EAs had conducted their own formal evaluation of the pilot scheme but the key question for them was whether or not such new schemes would help to turn out satisfactory teachers. Information filtering back from one survey of participants suggested that there may well be implications for job descriptions and for promoted posts in schools. This suggests new opportunities to develop coherent staff development plans. Someone appointed to have overall responsibility for professional development in school could link mentoring with school development planning, staff development and appraisal in a unified way. Effectiveness as a mentor would be included on an individual's appraisal agenda and, in the longer term, mentoring skills would not necessarily be restricted in their application to pre-service training.

This ties in with the point made earlier by another EA informant that in future experienced mentors might contribute more to preparation programmes for mentoring. If EAs maintained a proactive surge of activity, then it might be possible for them to take up the responsibility for mentor training, as MHI might not have the resources to continue the scale of the programme in the long term. Some EAs said they would be interested in making mentoring a tool for staff development.

EAs would want to ensure that not too many students went to one school: any more than about ten students per school would require the involvement of too great a proportion of the staff in mentoring. It was suggested that one aspect of the EAs' continued involvement could be to support and monitor the mentoring process across its schools.

The pilot programme organised by MHI in collaboration with EAs and schools provided a context in which new approaches to teacher training in Scotland could be explored. Key informants outside MHI saw the scheme as providing teachers with opportunities to participate more fully in teacher training and to share their expertise and views with students and MHI staff. After this first experience, informants believed there might well be a change of balance between the college and schools. Overall the summary view from those who have been quite close to the pilot is that it has satisfactorily implemented the requirements of the SOED for a pilot scheme. Other colleges did not assume that this would necessarily mean the nationwide adoption of the Moray House model in its entirety. There was some concern that any EA with more than one training institution in the region might put pressure on all of them to use the same approach to training and even to adopt identical courses which make the same demands of schools at the same time. The colleges would see this as inappropriate and unnecessary.

6.7 In summary

Overall the informants from the GTC and EAs involved in the pilot:

- were very supportive of the principles behind the pilot scheme;
- thought that the pilot has worked out well in practice;
- were satisfied that the quality of pupils, teaching and learning had been maintained;
- affirmed that partnerships between schools, EAs and institutions were essential in principle and could work in practice;
- saw potential roles for EAs in supporting development of mentors within a unified strategy for staff development in their regions and in assuring the quality of the school based aspect of pre-service teacher training.

Their concerns, echoed by our small number of informants from other teacher training institutions, focused on:

- issues of autonomy – for schools, colleges and EAs;
- resource implications; and
- having a clear framework of advanced planning to enable all participants to prepare.

7 Overview of Findings

7.1 Introduction

In this chapter we pull together the evidence of all groups of informants, on the achievements of the pilot PGCE (Secondary) programme, and on the areas where there was perceived need for improvement, development or further consultation. In general, most were in favour of increasing the time which students spend in schools, and saw mentoring as a positive development bringing both enhancement of, and recognition for, the work previously done by supervising teachers. Very few of our informants, however, contributed **only** to the 'good news', although even fewer were totally negative about the pilot. Most had some concerns or reservations about their experience of the pilot this year or comments to make on the future development of the partnership between Moray House Institute and schools.

We present here the major findings in each of the five areas of enquiry:

- school experience
- mentoring
- balance and partnership
- supporting structures
- resources.

7.2 School experience

Broad consensus emerged among all groups of informants about the benefits to students of the increased time in school and the arrangements for their mentoring. Perceived benefits for **pilot students** included:

- enhanced experience in school: their responses indicated that they felt they had received more help from staff in schools than was acknowledged by the non-pilot group; and staff in schools felt that students had become more confident than their counterparts in previous years because of their longer placement.
- continuity: the longer time in one school was perceived to have enabled pilot students to integrate into the staff and to gain what students described as a 'realistic' experience of teaching, getting to know the pupils better and being in the school for long enough to build relationships with classes and see the learning outcomes of their own teaching.
- enhanced peer support in being one of a large group in schools; and some, although by no means all, have gained from being 'paired' with another student.

MHI staff were initially less certain of the benefits to placement students. From the survey in term 2, we learned that they thought students benefited in terms of confidence and classroom management skills, but did not necessarily develop a better understanding of how the curriculum in their subject is taught. Clearly the fact that the course was split and college staff still had responsibilities to the non-pilot students in college during the extra weeks which the pilot students spent in schools restricted their opportunities for helping students to get the most out of their placements. By term 3, however, most staff interviewed were satisfied that students had not suffered, and there was even a suggestion that the longer time in schools and more intensive attention from school staff might have had a positive effect on the written assignments produced by pilot students.

Pilot schools and education authorities expected, and found, a difference in the students' school experience. Mentors thought that the responsibilities of school staff towards students were increased, but that the role of the college tutor was not thereby diminished. By contrast, the modal response from college staff in the term 2 survey was that the college tutor's role had diminished. Tutors suggested that students had lost important time in college, time both to acquire essential background knowledge and time for critical reflection. Interviews in schools and with MHI staff in term 3, however, provided some evidence of tutors and mentors collaborating fruitfully on helping students make the most of their school experience.

The perception within MHI of decreased influence probably reflects the lack of opportunities for radical change in the college input to the course this year, caused both by the splitting of the course and by the timing of the course review, which will lead to more changes next year. It may also reflect the relative lack of opportunity for discussion of what the increased time in schools would mean for students, mentors and MHI tutors: the speed with which the pilot was set up limited the possibilities of prior discussions between the parties who would be in closest contact with the students, most negotiation being conducted at a higher level than that of mentor/ MHI tutor.

Some respondents expressed doubts whether experience in only two schools would provide a sufficient range of experience for students in training. The benefits of continuity were reported by students, mentors, co-ordinating mentors and HTs and were generally felt to outweigh the disadvantage of experiencing fewer schools. Continuity, and the size of the group of pilot students sent to each school, account for most of the benefits which HTs said their whole school had derived from the pilot, including the presence of a group of enthusiastic students, bringing new ideas and, by their questions, encouraging teachers to re-examine their own practice. Some HTs said that this had a positive effect on the culture of the school and reinforced other activities such as staff development and appraisal.

7.3 Mentoring

7.3.1 The mentoring process

The pilot demonstrated the potential for mentoring to change the nature of placement experience. We found a variety of different approaches to mentoring. Some were directive, others more facilitative and intending to encourage students in habits of experimentation, review and self-assessment. Students came to

teacher training with a wide variety of life experience, anxieties and needs: sensitive mentors appreciated these differences and tried to provide appropriate support. In cases where the mentoring relationship developed to the satisfaction of both student and mentor, friendly encouragement and guidance in the early weeks of teaching had developed into a very purposeful partnership in improving the quality of the student's teaching by the end of term 2. The benefits of continuity were reported by both parties. Fears that students might become over-dependent on their mentors appeared to have been largely unfounded: although many of the students whom we interviewed were genuinely sorry to be leaving their first school and mentor at the end of the second term, they were also looking forward to testing themselves in a new environment.

The use of the assessment profile in regular observation of the student's teaching and discussion of this formative feedback between student and mentor helped both parties to focus on improving the quality of the student's - and in some cases, the mentor's - own teaching. Many mentors, looking back in term 3, described benefits for their own professional development. Against this very positive picture, however, must be set the comments of less fortunate pilot students who felt that their mentors had lacked the time to help them and the ability to understand their difficulties. We also learned that a few mentors felt, some quite strongly, that teachers in schools were being asked to take on more responsibility for training of student teachers than was appropriate.

7.3.2 Time for mentoring

Interesting evidence emerged on the subject of having enough time for mentoring. Timetable allocations for mentors varied considerably amongst pilot schools. We discovered a range of between two and eight additional non-teaching periods per week, but direct comparisons could not be drawn, since there were also variations in the pattern of time allocated (time either being made available only when the students were in school, or allocations being spread across the whole school year). There were also variations, even amongst mentors in the same school, in the base-line figure of regular allocation of non-teaching periods in a week.

Only 24% of mentors said in term 2 that they had enough time to give students the help they need, but 77% of pilot students said that their mentors had enough time to help them. In study schools, we found some explanation of this discrepancy. Students praised their mentors for always making time to help with their problems as they arose, while their mentors, interviewed separately, could provide evidence of spending far more time on mentoring than their timetable allocation, but felt it was important to make time to respond to students' needs. There are clearly costs of mentoring which appear on no balance sheet: mentors said they were having to take home with them much work which they would normally have expected to finish within school hours and described many other school activities, such as curriculum development and support for other staff in their department, which they felt had suffered while they were putting so much energy into mentoring. From the students' point of view, the fact that their mentor had time allocated for helping them encouraged them to feel they had the right to ask questions.

7.3.3 *What did mentors gain from the experience?*

The mentors themselves reported the following perceived benefits:

- the satisfaction of seeing students develop over a far longer period than has been possible before;
- in some cases, a closer relationship with MHI staff and a better understanding of the work of subject tutors;
- personal development: many feel the experience has encouraged them to think more about their own teaching practices, and to develop skills which will be of use in helping probationers and other professional colleagues.

Co-ordinating mentors and HTs also drew attention to the benefits to the personal and professional development of teachers who had tackled the job of mentoring.

7.3.4 *Is mentoring a different job from being a supervising teacher?*

The consensus seems to be that the skills of a good supervising teacher are the basis for good mentoring, but that the overall experience of being a mentor was more intense. Many non-pilot students reported receiving excellent support from their supervising teachers: several mentors said that they were helping students this year in ways that they had always tried to as supervising teachers, but felt they could achieve more because time had been set aside for communicating with students. Clearly good mentoring requires time - but appropriate skills and attitudes are equally important. Mentors who had had previous experience of being supervising teachers felt that the pilot marked a significant change. This was not simply because of the additional responsibility for covering the 'split-week' units, or even the increased responsibility for assessment: watching the same students develop over two terms and encouraging that development through support and advice was found by some to be an intense, sometimes exhausting, but rewarding experience.

7.3.5 *Should mentors necessarily be principal teachers?*

Who should undertake the job of mentoring? Traditionally, supervising teachers have been PTs in the student's main subject, but only approximately half of the mentors in the pilot year were PTs. Of the 38 mentors who responded to our second term questionnaire, 23 were PTs, but only nine of them thought that a PT was more appropriate than a less senior or less experienced teacher to undertake the role. Unsurprisingly, none of the 15 non-PTs said that a PT in the subject would necessarily be the most effective mentor for a student. MHI informants favoured PT mentors in the early stages of the course, but by term 3, the view was emerging that other teachers might be able to devote more time and attention to the student.

7.3.6 *Mentoring a student in another subject*

Concerns emerged, from students, mentors and MHI staff, about 'out-of-subject' mentoring: we found considerable consensus that the mentor should be teaching at least one of the student's subjects. Of the 38 mentors responding to the term 2 questionnaire, 33 agreed with this, 28 of them agreeing strongly. Most of the students whom we interviewed - including some who, by the third term, had

experience of both in subject and out of subject mentoring - said it was helpful to have one person with time to discuss both general professional issues and approaches to teaching the student's subject. The majority of MHI staff favoured mentors in the subject. 'Out-of subject' mentors were at best uncomfortable, feeling they could not do as much to help a student in another department as they could do for one in their own subject; and at worst, the relationship broke down, so that the student was relying on support from other teachers with no timetable allocation for that purpose. 'Out-of-subject' mentoring also made for more difficult communication between mentors and subject tutors - an important element in partnership between school and college.

7.3.7 Does the appointment of mentors mean other teachers take less interest in students?

The evidence in pilot schools suggests that this is unlikely to happen. Mentors co-ordinated the views of all teachers in whose classes their students had taught when compiling their assessment and PTs still played an important part in assessing the students. Students themselves, in interviews, acknowledged help and guidance from other teachers, usually on curriculum-related matters but in some cases also on personal and professional development. In the term 2 survey, pilot students were significantly more likely than non-pilot students to say they had been helped to a great extent by other teachers in the school in nine of the twelve areas we asked about. Principal teachers who had members of their departmental staff mentoring students were generally glad to be sharing responsibility for student teachers with a mentor. Students also acknowledged much help and support from co-ordinating mentors, and from the seminars and support which they arranged to aid students' understanding of whole school issues. Staff specialising in guidance, learning support and careers were also often involved in the students' whole school programme, contributing to seminars or helping with individual students' queries.

7.3.8 How much training do mentors need, and who should provide it?

Only 12 of the 38 mentors who responded in term 2 said they had received insufficient training to help students; but more than half of the group said they had more to learn about advising, observing and assessing students. The assessment workshops had been found particularly useful, both for the information received and for the opportunity to work together with MHI tutors. Some MHI staff were more critical of the philosophy of training mentors, suggesting that the college had been too directive and that training might have been more collaborative. Education authority representatives also suggested that they and the mentors themselves might play a bigger part in mentor training in future.

7.4 Balance and partnership

7.4.1 The balance between time in college and time in school

Students mostly welcomed extra time in schools, but many also said that they were short of time for subject and, to a lesser extent, professional studies work in college. Students in term 1 were very anxious that schools were taking over responsibility for the units in the split weeks, especially the unit on classroom

management. Thereafter, however, no concerns were expressed to us about the later units which were delivered by the pilot schools, on cross-curricular issues and schools as organisations. Only in a few cases where students felt they were receiving poor support from their mentors was there any suggestion that the school experience component of the course was too long.

We found no evidence that the longer time in schools was distancing pilot students from their tutors. There were no significant differences between the responses of pilot and non-pilot students about the extent of the help they had received from tutors at MHI, despite their four fewer weeks of contact time and the fact that pilot students were also acknowledging significantly more help than the non-pilot group from staff in schools.

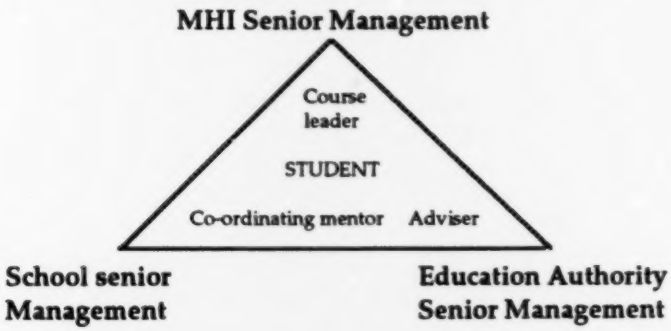
The students' perception that more time in college would have been useful was shared by many of the MHI staff. This year, MHI departments had not had an opportunity to redesign their input to the course or how they might deliver it in four fewer weeks. Even if the timetable of the pilot had allowed for longer planning, the needs of the non-pilot group who were in college during those four weeks inhibited any radical changes this year. Many of our informants in MHI, schools and in education authorities, pointed to the need for tutors and mentors to work together on planning in future. There is still no clear and simple consensus on what is best done in schools and what is best done in college: only by collaboration will each understand what the other can achieve and how the partners can complement each other's efforts.

Education authorities also identified a need for training institutions as well as schools to change their contribution to pre-service training as a result of new requirements for students' work in schools. EAs also saw themselves as important members of the partnership as employers of teachers and responsible for the quality of education which pupils receive. They expressed a longer-term interest in maintaining and enhancing the preparation of new entrants to the profession, since some would be their future employees.

7.4.2 Perceptions of partnership

Our informants did not have a single agreed interpretation of the term partnership. It depended on who was being asked. There were those who were involved in establishing the principles of co-operation and then of setting up and supervising the broad arrangements for particular schools. These were the senior managers of MHI, the education authorities and schools, with the course leader, co-ordinator mentor and adviser establishing and ensuring the local arrangements.

Table 7.1 Partnership at the level of principle



Moving closer to students, others became involved in the partnership arrangements. Predominantly, it was the subject tutor and the subject mentor, but a student would also have contact with other teachers in the school, especially if the mentor was from another subject. Students additionally had contact in college with professional studies tutors from MHI. Each of these parties had something to say about 'partnership' although their perceptions of who were the partners depended to some extent on their own role in the scheme.

Staff in MHI were aware that there had been considerable 'partnership' between MHI and schools before the introduction of the pilot over the many years of co-operation in providing students with appropriate school experience during training. Individual teachers had been invited in to help with planning, teaching and selection of students; but staff in schools had less sense of a pre-existing partnership.

In preparing for the pilot, MHI had been unable to involve more than a few teachers. Mentors felt that mentoring was something which the college was asking them to do, and that communication, at least in the early stages of the pilot, was largely one-way: from MHI to schools. As the year progressed, mentors and tutors, who met both in schools on assessment visits and in MHI for the mentor training days on assessment techniques, developed ways of collaborating in helping students' improve their teaching. We found evidence in schools of the will to develop a fuller partnership: for example, mentors would like to spend more time working on collaboratively-produced materials for future mentoring in schools. It was appreciated that in the speedy setting up of the pilot this year, there had not been time to involve individual mentors or schools in planning or to arrange for mentors and tutors to meet to agree how they could best collaborate in helping students on placement. Informants in schools, MHI and in education authorities, however, hoped that the future would bring opportunities to bring the partners closer together.

From the evidence we have collected, it appears that concepts of partnership held by staff in schools assume a variety of contributions from teachers including planning, assessing, and the development of resource material. School staff perceive the necessity for an agreed approach and sharing of information between school and MHI staff if students are going to be trained in a full partnership. While teachers accepted that MHI staff had to take the lead in the rapidly implemented pilot initiative this time, comments from schools suggest that they will want to increase their influence in the partnership in future.

7.5 Supporting structures

The relationship between mentor and student was the centre of the pilot: in this section we consider the organisational structures which supported the introduction of mentoring, and the views which our informants expressed about them.

7.5.1 Sending groups of ten students to each pilot schools

The numbers of pilot students did not appear to cause serious problems for pilot schools this year, although a few of the headteachers suggested that between six and eight might have been a more appropriate group size. The scale of

operation ensured peer support for both students and mentors; and headteachers identified benefits for the whole school in having a large group of enthusiastic new teachers asking questions and encouraging experienced teachers to think more about their own teaching methods and styles. Some school and MHI staff were concerned that if future cohorts of PGCE (Secondary) students were all to be sent out in groups of ten, that this might cause problems for smaller schools which are more accustomed to receiving one or two students per year. Fewer schools would be involved in student training and students would see a narrower range of schools during their training. To adopt the pilot model for all courses might lead to the exclusion of smaller schools, and the loss of opportunities for students to gain experience in such settings.

7.5.2 Moderation of assessment

Although school staff were becoming more confident by the end of the year about assessing and grading students, there are still concerns about ensuring that schools, or individual mentors, are not assessing students either too leniently or too harshly. Both students and staff in MHI and schools were concerned about consistency, both between staff of different schools and between subject departments within the college. One of the effects of the pilot structure has been to encourage school teams of mentors in different subject areas in schools to share ideas on assessment. This has focused attention on the criteria which individual visiting tutors use for assessment and the manner in which *they* offer feedback to the students. We learned of some differences of opinion over assessment which were resolved by discussions which all parties - student, mentor and tutor - found helpful; and of a few others where the outcomes were deemed to be less satisfactory. Although mentors were aware that the external examiner could be called in to arbitrate in a dispute which could not be resolved, there was still some anxiety about how much attention would be paid to the mentor's opinion in such cases. The arrangements for moderation of assessments by tutors and school staff and the method of reaching final agreed grades needs consideration in any mentoring scheme.

7.5.3 Assessment procedures and timing

Concern was expressed by some students and MHI staff about the fact that students are still in their first school when the all-important grades at the end of term 2 are awarded. These grades influence a student's employment prospects, since local authorities in Scotland use the interim reports in deciding which students to interview. On the other hand, other students said they had considerable confidence in the assessment of mentors who had watched and helped them develop over two terms, but would have been less happy if the term 2 assessment had been produced by someone who had only seen them teach for five weeks in that term.

7.5.4 Quality assurance: who takes responsibility?

Ensuring consistency in student assessment is important, but quality assurance for mentoring was seen as even more important by some students and MHI staff. It is too late to wait until students fail before discovering that a mentor has not been working effectively. We found evidence this year that the Course Leader

was being kept informed of problems and that some adjustments were made for individual students. In the pilot year, the Project Development Officer (a temporary appointment) was in close contact with mentors in schools and likely to be aware of any problems; and we also found that co-ordinating mentors took considerable responsibility for the quality of the students' programme within their school. In the longer term, some informants from the education authorities suggested that they too might have a role in the quality assurance partnership. From the students' viewpoint, if there is a problem, they want it to be sorted out as quickly as possible, because the weeks of their training are too few to waste. In some cases, the co-ordinating mentor may be able to act to improve the relationship between mentor and student, whereas, if a change of mentor or even change of school becomes necessary, the subject tutor and Course Leader need to be involved. Although most students had encountered no problems, a few told us that they had been reluctant to complain about the standard of support they had received either to the co-ordinating mentor or to MHI staff, for fear of damaging an already poor relationship with the mentor.

7.6 Resources

The financial resources supplied by SOED to the education authorities to cover expenses in the pilot schools were used predominantly for staffing cover to free mentors to spend time with their students. Most pilot schools also used a small part of their funds for reprographics or equipment for student use. Looking back on the year, headteachers were largely satisfied that they had allocated funds appropriately, although at least two of the ten were considering how they might release the co-ordinating mentor (in most cases, a non-teaching post, for which supply cover could not be provided) from some other responsibilities in future, since the job had proved to be more time-consuming than anyone had anticipated.

We discovered a tension between the views of mentors and of headteachers on the questions of time allocations for mentoring, three-quarters of mentors saying that they had not had enough time for mentoring (see above, 7.3.2). Mentors certainly did not want to see resources currently used for mentor cover diverted to other purposes, thereby reducing their allocation of mentoring time.

In the course of the monitoring project, however, informants have described several other activities relevant to the success of a mentoring scheme and the development of partnership between schools and MHI. All of these activities have resource implications, which will be discussed further in Chapter 8. In this context we merely list some of them:

- bringing MHI tutors into schools for more frequent visits to students, including opportunities for team teaching;
- opportunities for mentors to spend time in college, learning more about what MHI tutors are providing and about the course into which mentors are trying to fit their own contribution;
- closer collaboration between mentors and MHI tutors on planning the course and developing materials for use in schools;

- opportunities for mentors to discuss their experience of mentoring with colleagues from other schools;
- involvement of existing mentors in the training of new mentors in future;
- development of quality assurance procedures for mentoring.

Finally, not all the costs of the pilot will appear on the education authorities' balance sheets. Mentors who said they had insufficient allocation of time for students drew attention to other activities which had been squeezed out by mentoring. Pilot and non-pilot headteachers drew attention to the importance of goodwill in the continuing and developing role of teachers in schools in the training of their future colleagues, and to the *human* resources that mentoring would require in future. As one pilot headteacher stressed, schools would not be able to meet these increased responsibilities in future without the co-operation of *'good people willing to become mentors and then willing to accept training and development activities.'*

7.7 Postscript

Two further concerns were expressed to us about the overall value of the pilot exercise and of the findings of any monitoring exercise:

- The consensus was that the pilot had achieved a great deal. Some suggested, however, that it might have been a success simply because it was a pilot - with resourcing, high enthusiasm for innovation, pioneered by only a few volunteer schools, all of which were already highly committed to supporting students and were motivated to make it work well. The establishment of both internal and external monitoring may also have generated a 'Hawthorne effect', the fact that progress was being closely monitored encouraging the success of the scheme. Doubts have been raised about keeping the momentum going once the 'pilot' pattern becomes the norm, involving a wider range of schools, staff for whom mentoring is no longer a novelty and attracting less attention.
- The findings of the monitoring exercise can only demonstrate the ways in which students were perceived to have gained, or been disadvantaged, during the course of the year. Successful completion of the PGCE was the students' immediate goal, and we could only gather evidence on whether they - and their tutors and mentors - felt their experience of the pilot was helping students towards that goal. Longer term effects will only become apparent in future, when the pilot students are established in their teaching careers. It is difficult to distinguish between socialisation into the profession and professional development: only when students begin their careers and are working without mentors will it become possible to determine whether mentoring has helped them develop into independent reflective practitioners.

Bearing in mind these limitations, we shall discuss briefly in Section 3 the issues and implications for action which emerged from the findings.

SECTION 3: DISCUSSION AND CONCLUSIONS

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8 Issues Emerging

The purpose of this chapter is to draw attention to issues arising from the monitoring project which may concern other parties currently working to enhance partnerships in teacher education. The issues are developed under the five areas of enquiry outlined in Chapter 2:

- school experience
- mentoring
- balance and partnership
- supporting structures (including quality assurance)
- resources

8.1 School experience

Two major issues arise from our findings on school experience:

- how does the formal allocation of mentors help student learning?
- what skills do mentors need to provide that help?

Students, understandably, saw mentors as helpful people who would meet their development needs. The model of good mentoring which emerged from pilot students' responses was predominantly responsive, or reactive. Students *wanted* a mentor who:

- was available to help with problems as they occured;
- understood their anxieties;
- responded to their requests for information, resources or encouragement;
- was interested in their development;
- provided helpful feedback on their lesson plans and classroom teaching;
- could help them evaluate and improve their own teaching.

At least initially, they also needed a mentor who could give them information about the school and the profession, and help them identify their own development needs. It was interesting to note how some, looking back in the third term over the help they had received, acknowledged that their mentors had in fact been unobtrusively proactive: guiding them into gradually taking over more and more responsibility by showing confidence in them and encouraging them, for example, to use more of their own materials:

> *Looking back [on the first term placement], I can see that there was natural progression there, with the teachers I was with as well, at first spending a lot of time in the classroom with me, and then gradually they felt I could cope with more. In the first term [mentor] encouraged me to use school resources 95% of the time and maybe put in just 5% of my own resources, because this was to get me up on my feet in front of the class: then maybe towards the last two weeks of that placement I was bringing in much more of my own stuff; then when I started again the second placement, everything was coming from me or I was adapting things to suit me. I didn't see the progression at the time but I can see it looking back.*
>
> (Pilot student, interview, term 3)

This mentor had succeeded in what is a dual task of providing students with the help they seek as well as supporting them in areas where they do not yet recognise any need for help.

Other research has demonstrated that the person mentored needs to feel that they have a right to ask for help and to also feel that it is appropriate for them to ask for such help. Tellez (1992) has shown that beginning teachers, if they ask for help, are less likely to approach their formal mentor than to seek out their own choice of mentor. Adults do not find it easy to ask for help and more seems to be at stake when qualified teachers, who see who themselves as fully-fledged and feel they should therefore be able to cope, seek help. MHI pilot students appreciated having someone to whom they felt they had the right to turn for help, and at a stage in their professional development when they could admit to having problems without loss of face. The formalisation of the process, through the provision of timetabled meetings between mentor and student, also reinforced the notion that the ability to identify problems and doubts about one's own teaching was a strength, a first step towards becoming a better and more self-aware teacher; and that conversely a student's inability to suggest any areas in which improvement or a different approach might be adopted might be considered a weakness.

In a similar way, student supervision can also break down because of a lack of formalisation of the process. If students are aware of their need for help, but feel that their mentor has not the time nor the interest in their supervisory role, then they are reluctant to pursue the mentor for this help. Thus both the timetabling of contact time and the attitude of the mentor are crucial to the success of the process.

Mentors were largely concerned with developing the skills of observation of teaching and assessing students, which are clearly of central importance to effective mentoring. Students also indicated in their responses that mentors had used a wide range of other, more subtle communication skills to help them gain from their school experience.

For example, students need to be asked the right, and sometimes very specific, questions. Tickle (1993) advises mentors to frame questions carefully, asking not 'How are things going? but 'What problems are you having?' One of the MHI pilot students, quoted in Chapter 3 above, takes this a stage further, praising his/her mentor's questioning skills:

[S/he] doesn't just ask - 'are there any problems?' [The mentor] will break it down, ask questions so that you have to say, in some detail - [s/he] is quite clever at doing that - what exactly you feel about certain things.

Combining the role of friendly supporter and assessor presents a potential challenge to the mentor's interpersonal skills. From students, we learned that most mentors had coped with this without embarrassment, only a few students reporting that their final assessments had contained unpleasant surprises about issues which the mentor had clearly felt unable to deal with face-to-face.

There is need for clear and open communication, not only about *what* the mentor asks the student to do, but also *why*. Leaving a student to teach a class unsupervised may be interpreted by that student as:

a) showing confidence in the student's ability to cope; or

b) neglecting the student; or

c) exploiting the student by using him/her in place of a qualified teacher.

If the mentor's intention is a), but this is not clearly communicated to the student, resentment and damage to the working relationship between mentor and student may ensue.

8.2 Mentoring

Does mentors' teaching experience equip them with the expertise they need for mentoring students? It is one thing to have craft knowledge and another to articulate it (and yet another for students to elicit it); it is one thing to teach children and another to teach/train adults. Previous research (SOED 1991; DES 1991) has shown that some teachers are uncomfortable with their role. Thus mentors' preparation and training needs will be variable (McIntyre *et al* 1993), at least in the first instance.

The pre-existence of the role of supervising teacher is potentially both a help and a hindrance to those who devise training for mentors. Scottish schools contain a wealth of experience in supervising students on placement: teachers have done their best in the past, with no allocation of time, to help students develop their skills. Students report a wide range of approaches to the job of supervision and a wide range of degrees of interest in students on placement. Supervising teachers have traditionally been PTs in the subject department in which the students was training.

Some of the frustration expressed by 'out-of-subject' mentors may arise from a belief that mentors should be doing everything which was previously done by supervising teachers - centred on the teaching of the subject - in addition to fulfilling new mentoring responsibilities. Perhaps the introduction of a new model of mentoring - in MHI or elsewhere - is always likely to be influenced by the 'shadows' of previous practices: if new schemes are intended to mark a clean break with the past, it may be necessary to make this very explicit. Despite their difficulties, some 'out-of-subject' mentors provided considerable support for their students, supplementing the subject-oriented guidance students received from staff in their subject department. If all mentors had been 'out-of-subject', the principle of having a mentor to help with general professional development, as

an addition to the subject teaching guidance provided within the student's department, might have been more widely accepted. Because most mentors were within the department, however, 'out-of-subject' mentors felt inadequate, and tensions occasionally arose between the mentor (with the timetable allocation) and the departmental staff (with no additional time for students).

Mentors have learned about mentoring this year, not only in formal training sessions or in the reading of documents from the college, but also in interacting with students and in reflecting on their experience with other mentors and co-ordinating mentors. This suggests that the way forward in 'training' for mentors who have had some experience of the role this year may be participative, collaborative development, rather than purely college-led training. Both MHI staff and informants from regional education authorities saw scope for developing the format of mentor training in future. For example, in the training session on assessment, the procedures for gathering evidence for assessment were clearly described, but in future might be enhanced by including the experience of mentors who have worked through these procedures this year and have faced problems such as reconciling divergent views of a student's performance or of giving students feedback which they find difficult to accept. Personal contact with subject tutors from college was also seen as a way of increasing mentors' understanding of ways of helping their students. Training sessions provided a valuable opportunity for teachers and tutors to meet informally.

As mentors grow in experience, therefore, it may be appropriate to reconsider the content of the training and possibly also to reconsider the question of who should deliver the training. If it is the case that a large proportion of the mentor cohort is stable from year to year, then two types of training may be necessary:

- basic training in observation techniques and assessment procedures, for new mentors;
- development workshops to which experienced mentors might contribute, and in which ideas and strategies for student support can be discussed jointly by mentors in different school and MHI tutors.

8.3 Balance and partnership

Partnership is not new to teacher education in Scotland. As far back as 1978 the Sneddon Report (SED/GTC 1978) made recommendations which focused on promoting the complementarity of the partners involved in preservice education. Further research highlighted the need for and importance of defining the roles and responsibilities of staff involved in students' placements, and of working towards a mutually understood framework (Anderson, Wilson and Graham 1985; Elder and Chalmers 1987). The persistent theme in the research is that definitions of roles are a recursive procedure involving small steps which will not result in revolutionary changes overnight. Thus change is an ongoing process and roles will need to be regularly reviewed as a result of evaluation and development of the partnership, and of external forces. Some examples can be given. For example, part of the monitoring and review process would be to consider the lead roles in the partnership. It may not be necessary for the

different partners to have equal status in a partnership (and it may well not be desirable) but in the initial stages it is more appropriate for colleges to take the lead role as they are in a better position to initiate a structure which will establish the necessary changes. Changes spelled out in the *Guidelines for Teacher Training Courses* (SOED, 1993) are only some of the external factors impinging on students school experience; others such as the reorganisation of regional authorities and devolved school management will also have an effect.

Although partnership is not a new concept in teacher education the *Guidelines* (SOED, 1993) require changes to the current partnership arrangements. The ease with which the term partnership is used belies the range of interpretations given to the term from 'shared cooperative activity' to 'disguised coercion' (Brown *et al* 1993). Two continua seem to be appropriate whatever the definition: the degree and kind of integration and the degree of consensus. This suggests that it is appropriate for the partners involved in a partnership to agree their own interpretation and the implications thereof. Bratman's principles for a partnership which is a shared co-operative activity are:

- mutual responsiveness;
- commitment to the joint activity; and
- commitment to mutual support

(as quoted in Brown *et al* 1993)

If the aim of a partnership is to increase integration between the partners and if the success of the partnership is dependent to some degree on the level of consensus then it is likely that change is required by all partners. In the case of teacher education, not everything has to change because there are many years of successful teacher education to build upon. Given the new requirements, however, all parties will have to make some changes to their current practice. It is not a case of *total* change but of 'all change'.

Diversity seems both inevitable and desirable. An effective partnership recognises differences and seeks to understand them principally by means of collaboration and setting up appropriate quality assurance procedures. Collaboration within a partnership structure is not a new concept. That it needs to be extended is not in doubt. Earlier work carried out (in England and Wales) (Martin and Powney 1992) suggested that the different parties involved in the initial training and development of newly qualified teachers held different views, not only with respect to what they thought the other parties were doing and should be doing, but also to what they thought their own responsibilities were. That is, there was no consistency in terms of what the boundaries of individual partners' involvement were or should be. Despite these differences there was an overall agreement that the training of teachers should be a shared tri-partite responsibility between the different partners.

There must be limits to the amount of time and energy which can be devoted to developing partnership: collaboration has to be limited. Schools and colleges have different priorities, and although their agendas overlap in respect of student training, what is required is a well-defined structure within which each partner can work with some degree of autonomy. What has to be avoided is the

situation where schools are essentially working independently because consensus has not been negotiated or reached. Where one party is working to safeguard their own autonomy rather than 'autonomously' working within an agreed structure then effectively there is no partnership.

A recent study carried out by Elder and Kwiatkowski (1993) states that more clearly defined roles would contribute to a more effective partnership and suggests that if such roles are public and agreed then much of the current uncertainty should disappear. Individuals' confidence in their own role should also grow as a result of clarification. They found that 'most parties involved in the delivery of school experience felt unempowered indicating that at certain levels the parameters and powers of negotiation were unclear'. Findings from the MHI project suggest that mentors generally felt empowered to carry out their role. However, a causal relationship between clarification and confidence cannot necessarily be deduced from this. At least one contributory factor to mentors' sense of empowerment was the allocation of resources to carry out their role.

Assessment is another area affected by the changes in partnership arrangements. School staff have always been involved in the assessment of students but now have an increased responsibility in this which has highlighted their concern with the quality and consistency of student asssessment. It will not be easy to reach consensus on what constitutes sufficient and appropriate evidence for a student not only to be deemed competent but also to be graded. Workshops which brought together mentors and tutors to discuss how they make such judgements proved helpful in the pilot, not only to mentors, but also to MHI tutors, for whom this was an opportunity to share their approach to assessment with one another and develop their own skills.

8.4 Supporting structures

There are organisational aspects which need to be anticipated and agreed by the key players in the partnership as a matter of some urgency to ensure effective delivery of preservice education courses. These include:

- the numbers of schools to be used;
- the number of students to be sent to each school;
- adequate notice of these to schools for timetabling;
- whether or not students are to be paired;
- the match - or otherwise - between the subject specialisms of mentor and student;
- the quantity and distribution of coursework; and
- college staff involvement in schools.

Some of these aspects are elaborated further as examples.

Schools need advance warning in order to be able to cover for mentors' responsibilities. If the release of mentors for mentoring students is not to disadvantage pupils, then it is clear that any scheme which requires students to

spend significant amounts of time in schools cannot be dependent on the vagaries of using supply teachers.

Students perhaps will always single out being overburdened by coursework and assignments as a cause for concern. If students are to spend longer periods in schools then they would welcome a reduction in college-set assignments - pilot students appeared to have the same workload as non-pilot students and felt disadvantaged as a result. The underlying issue is of balance in the course: if more is being done in school, less can be done in college.

A more important aspect of longer-term planning concerns the place of initial training within the continuum of the professional development of the teacher. Preservice training cannot equip students with all the necessary skills they require for teaching, particularly in a one year course, and it is generally recognised that induction should build on and develop both skills addressed in preservice training as well as new ones requiring experience of the job.

McIntyre (1992), Draper *et al* (1992) and HMI (1987) identified problems in maintaining coherence and continuity between initial teacher education and school experience. Draper's study showed that probationary teachers' views of their training change over time, partly as a result of their accumulation of teaching experience which broadens their understanding of the jobs for which they were trained. Their needs also change over time. Beginning teachers were able to articulate their induction needs which were often an extension of those areas addressed in their initial training relating to wider aspects of the teaching role and long-term involvement with classes. It might be thought that longer placements in schools would help to bridge this gap. A recent report from HMI in England and Wales suggests that in general schools still need further encouragement to plan induction programmes as part of an on-going process of continuous professional development (Ofsted/HMI, 1993).

Schools' investments in student teachers and probationers involve similar skills and, often, similar people, and absorb a lot of time and energy. This suggests that responsibilities could appropriately form the major remit of one member of the senior management team to facilitate continuity in contrast to the current discontinuity.

Students need a coherent programme across school-based and college-based components; there should also be some consistency in what is provided in different schools to different groups of students at the same stage of their course. However, differences between students, mentors and schools means that some diversity is inevitable. Diversity is also desirable; the different experiences that students have in schools add to the range of events and practices that can usefully be discussed and reflected upon in in-college seminars. There is a need for quality assurance procedures which allow diversity to enhance student training, but which minimise those features and differences which are undesirable. Colleges have quality assurance mechanisms in place; there are no formal comparable mechanisms for schools in relation to the training of new teachers, although in monitoring the pilot we found that co-ordinating mentors were taking considerable responsibility for the quality of the students' programme within their school.

Coherence can be established in several ways. A coherent programme is most likely to result from collaboration between the different parties. Agreement on roles, remits and boundaries reduces the potential for diversity. This might best be effected by a dialectic approach, enabling agreement to emerge from a full and frank discussion involving all the different partners. From such debate a fairly well-defined programme would emerge which then provides a brief for each partner. A problem identified by McIntyre (1992) is that politeness - between, for example, tutor and mentor, student and mentor - stands in the way of serious criticism.

A second means of establishing coherence in the initial stages of the development of a partnership is to appoint someone with a specific remit to facilitate the delivery of the programme at 'ground level', for example, the Project Development Officer in the pilot programme. A person taking up such a post would need to fulfil certain requirements. They should:

- have seniority in schools;
- have a commitment to classroom teaching;
- recognise the importance of theory in pre-service training.

Regardless of whether or not such extra 'alliance champions' (Brown *et al* 1993) are appointed, the crucial alliance champion on whom responsibility for ensuring a coherent programme rests is the course leader, acting as facilitator and go-between for all the parties involved.

The definition of a national set of competences provides a unified framework for the skills expected of a beginning teacher. How students develop and demonstrate these competences is part of the mutual agreement between those teaching and assessing them and supports coherence within an individual programme. Agreement between multiple assessors is difficult to achieve but is an essential component of a coherent programme, as well as the guarantor of the standards of that programme.

8.5 Resources

There is a simplistic argument which says that if time spent in schools is increased and the time in college reduced, then resources that might have gone to a college should simply be diverted to schools. Increasing the quality of student training cannot be achieved by a simple re-allocation like this. There is an increase in the actual tasks involved as mentoring has a more extended role than supervision of students in schools. However, the existing components of courses need also to remain - albeit possibly in a different form. It is economical to work with students in large groups for lectures and seminars and the case for maintaining higher education institutions in teacher training has been clearly made by all professionals. For collaboration to be effective, participants need to build up and then renew shared concepts of a course and its implementation. This requires dependable liaison between schools and college which is time-consuming for everyone involved. The puzzle is how to provide the extra services to students. Resources are limited and will never be adequate for what each partner wants. They, therefore, have to be thought of as finite and thus distributed in the most efficient and effective way.

The SOED brief for the pilot required students to be allocated to base schools in groups (ten in the pilot programme) for their placements. Traditionally, a large number of schools used for student placements have received fewer students (usually not more than four or five) and the new arrangements will therefore necessitate a contraction in the number of schools required. This reduction means that the pattern of involvement of schools will change. The most efficient use of resources would suggest that the same schools be used each year for training students, ie a group of training or special schools. Such schools would benefit from beginning to develop an appropriate school culture for training student teachers, but despite this clear advantage, respondents in the project who spontaneously offered an opinion on this were against the concept of training schools. Even if schools were willing to be involved in principle, evidence from pilot schools suggests that it is likely that 'breathing spaces' or fallow years would need to be built in. However, following the establishment of DSM it is likely that schools may have a more competitive edge and a corresponding desire to be seen as a training school. The alternative pattern of a rolling group of base schools would have implications for longer term planning, schools needing ample warning of such involvement for timetabling and mentor release purposes.

Whichever pattern is adopted, the selection of a smaller number of base schools raises important questions, the number of schools being determined by the size of the cohort. Given that some schools which would want to be involved will be 'dropped', either on a permanent or a rolling basis, criteria for selection of schools become a concern. The current arrangements reflect agreements between college and schools with permission from the education authority. What role should each of these sectors have in the new arrangements? What criteria will be used to make a selection from the large number of schools which have shown themselves to be capable in training students, and who will establish the criteria for selection? Will the selection of schools reflect a partnership? Given the benefits to the whole school reported by many pilot headteachers, the exclusion of schools which want to be involved in training new entrants to the profession seems both controversial and undesirable.

Finally, the complexity of arrangements for students' school experience conceals the lack of an agreed view of what teacher training is about. What is the model of a teacher espoused by each of the mentors and tutors involved in the training of each student? It may be unreasonable and undesirable to expect consensus on the priorities, strategies and values of the teaching profession, but it is reasonable to expect each party to make their view of professional development explicit. As part of their training, students must be exposed to debate arising from practice and be encouraged to make informed judgments about their own professional work.

9 Conclusions and Implications for Action

Six general conclusions emerging from the monitoring project and set within a more general context for teacher education in Scotland are set out below and are followed by some ideas for action. Detailed findings of the empirical work completed for the project monitoring the Moray House PGCE (Secondary) pilot are summarised in Chapter 7.

9.1 Conclusions

School experience

Students can benefit from increased amount of time spent in schools during their training balanced by time in higher education to reflect on educational practices and their underlying assumptions.

Increasing the amount of time pilot students spent on school experience, especially with the opportunity to spend a long time in one school was generally seen as beneficial to the training of PGCE students in the pilot PGCE at Moray House Institute. Pilot students developed considerable confidence by the end of their course and were comfortable in the school environment.

While putting emphasis on the need for substantial time on school placements, students, their mentors and tutors all agreed that this needed to be balanced by sessions away from school in which they could work with tutors in reflecting critically on educational practices and their underlying assumptions.

School experience has always been a central part of PGCE courses; increasing the amount of time in school can provide a suitable foundation for students to qualify as teachers, provided it is supported and complemented by time for reflection.

Mentoring

A scheme which gives time and added recognition to the mentoring process empowers mentors and students.

Teachers who took on the extra responsibility of mentoring, supporting and assessing MHI students during their school placement experiences found the task interesting and challenging. Recognition of the seriousness of this responsibility was apparent in the allocation of time to do the job and in the provision of training for it. Mentors' confidence grew with experience. Initial anxiety, especially about assessment, developed in many cases into a professional working relationship with students in which the programme was negotiated between the two. Conscientious mentors enabled students to seek help and advice as they needed it.

Mentors and their colleagues reported that being able to work with students in a continuous and quite concentrated way encouraged all parties to reflect on their professional practice. It was not only individual students or even individual mentors who benefited; often the whole school gained from the experience. As mentoring becomes common practice, so demands on training will change to meet the needs of novice mentors as well as the more experienced. The latter may well place an integral role in that training.

Balance and partnership

Changing the nature of partnerships in teacher education entails change for all members of the partnership.

As time spent in school by students increases, so time in an HE institution decreases. The pilot scheme showed how some of the tasks previously undertaken in MHI could be provided within schools. Some of this work related to competences relating to subject and content of teaching, to the classroom and to class management; and some to providing critical support for students over the year.

Consequently schools, and particularly mentors, are increasing and changing their responsibility for adult students including an enhanced role in their assessment. Similarly institutions like MHI adjust to different demands. This was not altogether possible in the pilot scheme as staff had at the same time to service other students who were not following the pilot programme. It was nevertheless apparent, for example, that subject tutors would have to adapt the quantity and probably the nature of their courses when students had less time available.

However, the necessary changes go beyond tinkering with individual subject areas. Many MHI staff perceive that a more radical examination of their role in training will have to be pursued in the new arrangements for teacher training. All parties questioned during the MHI pilot scheme concurred that there is irrefutably a place for higher education institutions in new models of teacher training.

Education authorities too have an enhanced role in training as the schools and pupils for which they are currently responsible extend their commitments to student teachers. While the EAs involved welcomed the innovations, they could also envisage a more active role for authorities in quality assurance.

Resources

Innovation raises everyone's expectations that teacher training will be enhanced, but this is dependent on resources being available for each party to fulfil its responsibilities.

The MHI pilot programme enjoyed additional resources for each school which had a group of students. Whether or not all future programmes will require additional resources is debatable and while tested to some extent by the pilot scheme, no firm decision could be made on the basis of a course which had to

retain half of the cohort on the original programme so that staff had to service both groups at the same time. Increasing the quality of student training cannot be achieved by simply diverting to schools the resources that might have gone to a college. This monitoring project has established that all parties consider it vital for both higher education institutions and schools to be substantially involved in training of teachers. Effective collaboration required dependable liaison between schools and colleges. This is expensive.

The puzzle is how to provide adequate resources for training mentors and giving them time for the job, at the same time as retaining cost effective college-based components of courses and supporting liaison between the various parties. Increasing the amount of time that students spend in schools and providing them with mentors will not be a less expensive training than in traditional programmes. Most of our informants welcomed the principle but felt it would inevitably cost more.

Supporting structures

A network of people is involved in school based training and the underlying structures should provide both support and quality assurance.

Changes in teacher education in Scotland will affect education authorities as well as staff in schools and teacher training organisations The pilot scheme saw each of these parties making adjustments to previous practice and MHI made very good use of a professional development officer to liaise between the mentors and between mentors and college. This was one way to support the innovation. Mentor training and meetings for mentors from different schools but teaching the same subject, were other support mechanisms developed in the pilot. They proved necessary and helpful.

More people are becoming directly involved in the training of each student. The varied experience and expertise of mentors could make for very different learning for students. Assessment too will be undertaken by many parties and one problem will be to ensure that comparable evidence is taken into account by each and every assessor of students' competences. What are the minimal changes in quality assurance mechanisms that might be necessary to ensure equality of students' professional development experiences and fairness in assessment of qualifying teachers? This question is raised by the pilot experience.

Teachers' professional development

Spending nearly two thirds of initial training in schools only makes sense within a coherent concept of development for teachers from the beginning of training, the attainment of competences by the beginning of a career in teaching and sustained professional development through and after probation.

Much has been made in this report of how so many more people in this pilot were engaged in preparing student teachers for the profession compared with previous practices. It would have been unrealistic to have expected them all to have shared a common philosophy about the nature of initial training. Differences were

expressed amongst college staff and different priorities were apparent amongst mentors. What the researchers did not find evidence of (and indeed such might be impossible) was a clear and shared notion of the process of development from student into teacher. How should the attainment and assessment of competences be tackled through the three terms of a student's training? How might the support from mentors and college staff evolve over that period? Students in the pilot scheme reflected very different needs, strategies of learning and coping with life in schools. The initial training programme can only help them to reach the competences of a beginning teacher.

Our informants were agreed that shifting the balance towards more time in schools did not make time for reflection and examination of theory irrelevant. Perhaps it did move much of it to a later stage of a teacher's development. If time away from the "*hurly burly* " of school was less available in initial training, it should certainly be accessible during the probationary period and afterwards. This suggested the need for a coherent model of the development of teachers from initiation to sophisticated competences required in tasks such as mentoring.

9.2 Implications for future action

In this section the researchers go beyond their role of reporting findings to discuss the implications of the conclusions of the monitoring project for future action.

We intend to structure implications for action by destination, identifying the principal organisations and groups of people concerned and then making recommendations particular to each. First, however, we have one main recommendation which affects all parties:

> **There should be a radical, far-reaching and continuing debate within Scotland on the future shape of teacher education, with early decisions as to the form of the partnership which will best achieve its agreed purposes.**

It is relatively unimportant who takes the lead in initiating the debates. What is important is that it occurs soon, that it is prosecuted with urgency and that all the principal stakeholders are fully involved.

It may be retorted that people have been talking about the ideal form of teacher preparation for years and that the last thing needed is yet another talking shop; our view is that whereas there has been plenty of talk within different groups it has not occurred in a partnership context – requiring (and developing) commitment to the joint activity and to mutual support. When we say that this debate should be radical we do not intend that all recent progress should be discounted or that policy guidelines should be scrapped. On the contrary, the *Guidelines for Teacher Training Courses* (SOED, 1993) form a perfectly adequate starting point. They do, however, need development of some aspects and in time they will require revision. When we say urgent, we do not mean so rushed that no-one feels the job can be well done but we do mean that firm deadlines should be set and that there be a clear requirement that they are met.

Agencies and groups with a clear role in this debate include (but are not restricted to): the Scottish Office Education Department, the General Teaching

Council, all institutions with a statutory responsibility for the training of teachers (the former colleges of education), the schools, the education authorities, students in training, and the education research community. In order to fulfil their roles within the necessary renewal of teacher education, we recommend the following more specific actions for each potential partner.

Scottish Office Education Department

- to finance and facilitate a continuing national debate on teacher education involving those concerned at the point of delivery and to listen to the outcomes;
- to prepare a long-term strategic plan for the renewal of teacher education, this to include achievable mid and long-term targets and deadlines;
- to determine a long-term funding strategy for teacher education, with a clear policy on the distribution of the resources that can be made available – taking into account the future of education authorities and devolved school management;
- to fund research on partnership, mentoring and assessment in teacher education with a view to publishing amplified guidelines on these topics.

The General Teaching Council

- to initiate, plan and lead a national debate on teacher education;
- to develop policy guidelines on the articulation of initial teacher training with continuing professional development;
- to promote coherence in the implementation of change in teacher education and quality in the management of all teacher education programmes.

The 'colleges' of education

- to define what they can do best within teacher education and to assert that with confidence;
- to explore ways of 'letting go' those things that are no longer central to their role;
- to take a fresh look at the nature and role of theory in the preparation of teachers;
- to plan for mutual staff development with teachers;
- to facilitate the integration of the professional development of school-based mentors within inservice awards schemes;
- to improve co-operation and partnership within each college and between institutions;
- to review staffing policy to meet changing needs – but to continue to value existing staff.

The schools

- to foster a whole-school development culture within which the training of students has a natural place;
- to define what they can do best within teacher education and to assert that with confidence;
- to ensure that mentors and co-ordinating mentors are all given adequate time and support;
- to decide when inter-school co-operation is necessary to ensure quality placement experience for all students;
- to promote the abilities of staff not only in practical classroom teaching, but in critical reflection.

The education authorities

- to consider ways of monitoring the effect on pupils and schools of changes in teacher education to ensure the quality of pupils' education is maintained;
- to ensure, however schools are financed, that those with a responsibility for teacher education can give adequate time and support to mentors and co-ordinating mentors;
- to explore potential links between the preparation and support of mentors and the region's staff development programme within the overall quality assurance plans;
- to use their influence to promote productive partnerships.

The educational research community

- to seek funds for, and formulate proposals about, the long-term evaluation of teacher education and more fundamental research into partnership, mentoring, assessment and the impact on pupils and schools of enhanced professional development for teachers.

Appendix 1: Monitoring Project Advisory Committee

HMCI Mr F Bigwood	Scottish Office Education Department (till June 1993)
Mr A Black	Lothian Regional Council
Profesor R Elder	Northern College
HMCI Ms K M Fairweather	Scottish Office Education Department (from July 1993)
Ms R Galt	General Teaching Council
Dr S Jackson	Moray House Institute
Ms H Lobban	Beeslack High School
Mr M MacIver	Royal High School
Mr F Sanderson(Chair)	Dumfries and Galloway Regional Council
Mr J Tibbitt	Scottish Office Education Department

Appendix 2: General Context for the Monitoring Project

There are key issues which have become familiar in recent literature concerned with increasing schools' roles in teacher education. These are to do with partnership, the relationships between theory and practice, mentoring and competences and have to be put in the current context of recent changes in higher education and resource limitations. The following summary incorporates the main ideas which led to the formulation of the research questions for the monitoring project.

Partnership The current buzz word in teacher training is 'partnership'. This is for good reason. Supporting learning requires an understanding of how people learn, what it is that can be taught and how. This has traditionally been provided by higher education institutions which are also ultimately responsible for recruitment and accreditation of students. Trainee teachers must have situations, classrooms, in which to practise and develop these skills and knowledge. Schools' main concerns are with the education of pupils, but they also provide the classrooms in which students can observe. They also have experienced and skilled practitioners from whom students can learn. Historically teacher training has always drawn on two types of knowledge - the theoretical and the practical, with the former traditionally being seen as the purview of higher education and practical expertise located essentially in schools. Partnership between these two groups of professionals is not a new concept in Scottish teacher training. What has varied is the priority given to different components in teacher education courses and the actual content of those components. Secondary teacher training in the 1950s consisted of pedagogic studies related to a student's main subject, professional studies related to the age group to be taught, theory concerning philosophy, psychology and sociology of education and of course school experience amounting to a minimum of 11 weeks. By 1993, the minimum school experience has been doubled for PGCE (Secondary) students, pedagogy of the main subject remains, and the professional studies and other theory are not closely defined but are expected to support the competences expected of the developing and beginning teacher.

Several recent research studies and initiatives in Scotland concerning pre-service training in Scotland have centred on the links between colleges, schools and regional educational authorities. (SED/GTC 1978, Elder and Chalmers 1987, GTC 1991). These various studies encouraged a reconsideration of what was required in preparing trainee teachers including the roles and remits of each of the partners involved in the delivery of teacher training (White and MacIntyre 1989, Anderson, Wilson and Graham 1985, SOED 1991 and Martin and Powney 1992). Most recently Elder and Kwiatkowksi (1993) indicated there is continuing confusion about their roles by various partners in teacher education.

The quality of the school-based component is in part dependent on the level of partnership between school and college. In an equal partnership, schools would no longer be limited to the supervision and organisation of the school placement but would also participate in planning, monitoring and evaluating the course programme, and in the selection and the assessment of students. Supervising teachers (or mentors under the new arrangements) would need to be well informed about students' courses and clear about their contribution to training and assessment. Moving the focus of training to schools requires a different balance between the partners in the process which takes time to develop before schools and colleges reach a point where they feel that they are in an appropriate relationship and have a clear understanding of their role and remit. Earlier work carried out by SCRE revealed confusion and a lack of consistency in the way the different partners in training interpreted their own remits and those of others. At the same time there was a desire for a tripartite partnership to be established for the delivery of initial training as the first phase in a continuum of professional development (Martin and Powney 1992).

An acknowledged difficulty in any training scheme is how to ensure quality. In respect of school-based components, research has suggested professionals agree that it is the quality of the partnership and the quality of teachers which are the guarantors of quality training in schools (Whitty *et al* 1992, DES 1991). In addition, the role of the education authority should not be overlooked. It is worth noting the organisers of the Oxford scheme (one of the best established school-based training courses) attribute a great deal of its success to the input and support from the local authority (McIntyre 1992). For example in addition to funding schools for the scheme, the authority seconded teachers to be involved in course design and continued its commitment when the scheme was in full operation.

The Moray House pilot scheme and the 1993 SOED guidelines for PGCE and BEd courses were designed to engender a significant change to the delivery of pre-service teacher education in Scotland. The importance attached to the role of colleges as an equal partner in teacher education which the guidelines affirm, is a departure from the ventures being promoted by successive Secretaries of State for Education in England and Wales One such, the Articled Teachers scheme, required the teachers to spend 80% of their articled period in schools with minimal contact with a college. Not only did the scheme prove to be prohibitively expensive, the articled teachers were not having sufficient opportunities to reflect on their practice by visiting a range of other schools for comparison. Partly this was so that base schools could get some return for all the time invested in the training of a particular teacher (*The Higher*, 20 December 1991). School-based teacher training programmes can however succeed. There are several well established courses in England and Wales which have developed programmes in which schools take a very significant role and proportion of time in teachers' training (notably Oxford, Sussex and Exeter) and which can offer valuable comparative experience for this study.

Relationships between theory and practice

An important issue in the discussion is the place and importance of theory and its integration with practice, given the increased proportion of training which

should be located in school. Alternative justifications have been suggested for increasing the amount of school experience, with at one extreme a diminution of the need for training institutions to deliver the theoretical components of training (Beardon *et al* 1992). (The most extreme of these is the recent proposal from John Patten, Secretary of State for Education in England and Wales, to promote the employment of non-graduates in primary schools after a single year's training because young children can be taught by any reasonably educated adult, especially if these adults have already had experience of children such as in bringing up their own family - hence the colloquial reference to 'mums' army'.). There are others who concurred with the increase in school experience in training but arrived at this view from a different rationale. Theory in this case is a fundamental part of training but should be derived from craft knowledge with colleges acting as facilitators. McIntyre (1992) argued that not only can school-centred teacher education succeed, it is a necessary enactment in order to resolve the two major kinds of endemic problems in teacher education:

- the effectiveness of initial teacher education maintaining coherence and continuity with school experience; and
- the uneven and often poor quality of school experience in initial teacher education.

Mentors and mentoring

The increased involvement of schools in the training of student teachers does not imply just a shift in locus from college to school but, rather, a shift in focus as a larger part of the training is devolved to teachers in schools. Recognition of the change is in the designation of mentors to provide pastoral and professional support for student teachers. The notion of the mentor is not new to pre-service training. Supervising teachers have always been involved in supporting, monitoring and reporting on students' placement experiences and performance. What is new is the development and extension of their role from one of involvement to one of increased responsibility in organisation and assessment of training, providing students with a role model and acting as tutor to the trainee. The shift to the more formal role is acknowledged in the title 'mentor'.

The change in name is also an indication that the qualities required by a trainer are different from those required for teaching. It is the case that there are some teachers who, although they exhibit the characteristics of the desired end product, that of a good teacher, often neither feel confident or competent to effect the same in trainee teachers. Preparation for becoming a mentor and a recognition of the time involved in mentoring is an important factor in the implementation of significant changes in the delivery of training. There is a greater range of opinion on what constitutes appropriate preparation (McIntyre and Hagger 1993).

Various schemes using mentors have espoused different perceptions of their role (Talbot 1991, Lilly and Newton 1990) but common to all is the general concept that mentoring should in some way promote the balance between academic study, practical experience and critical reflection on these aspects (DES 1991).

There are several aspects to the mentor's role which need not all be fulfilled by the same person. The choice of individual mentors and of the whole mentoring

team within a school is important. They are required not only to be good teachers but to be able to make explicit what it is that makes them good teachers. This is often the most difficult aspect as became apparent in the SCRE/Oxford University report, *Student-Teachers Learning from Experienced Teachers* (McAlpine *et al* 1988). The teachers found it difficult to articulate and share their craft knowledge and expertise with their student teachers. This was further complicated by the difficulty that students had in asking teachers questions that provoked answers beyond the more generalised problems of teaching. The fact that a teacher is outstanding does not mean that she is able to transmit these skills to others. Being a good teacher of children is not the same as being an effective mentor of adults. School-focused training extends and increases the responsibilities of the supervising teacher to an extent where preparation and, it is usually assumed, training, is required for mentors. They will require support from the school and the training institution in preparation for taking on and sustaining the role during the mentoring period. Such skills would include classroom observation, support, counselling and assessing skills.

Some teachers are uncomfortable with trainees' questions and are uncertain of their role (SOED 1991, DES 1991). Teachers can find it difficult both to appreciate and to articulate their considerable expertise and experience and students find it difficult both to appreciate expertise and to ask questions which tap this; nor do teachers necessarily have the confidence to carry out such a different role (McIntyre 1992). It is also the case that teachers generally have not perceived themselves as having responsibility for training, even when they have been involved in the selection of students and in planning the college course as well as in the school placements (Draper *et al* 1992).

Transition from supervising teacher to formally recognised mentor requires a rethink of how the task might be done. Assumptions have been made that mentors need training - not just guidance on how the course works but more specific training in how to carry out their role. Any preparation for being a mentor might reasonably address the importance of the role that teachers can play in pre-service training as well as the fundamentals of the requisite skills. The mode of training is also an important feature in the effectiveness of training: in the case of an HMI inspection in regard to school placements for Primary BEd courses, it was found that the most effective staff development took place when college tutors discussed with teacher tutors the purposes of the placement and their individual roles (SOED 1991). A smooth transition from supervisor to mentor, from regent to co-ordinating mentor, from fairly autonomous college tutor to defined partner, is a shift in culture for both school and college and is unlikely to be achieved in one academic year.

Competences

The introduction of defined competences to define the skill and understanding required of beginning teachers has given a new impetus to revisions in teacher training. Competences defined by SOED should lead to more a consistent understanding of what is a good teacher between the different participants involved in training - students, school and college staff, future employers. Some earlier work carried out by Martin and Powney (1992) showed that many professionals recognised the potential of competences as useful tools in thinking

about teaching and preparation for teachers. However, there was concern expressed that competences might have a detrimental effect on the delivery of training. Too narrow a focus could result in atomistic, reductionist teaching and assessment which fail to give due recognition to the underpinning knowledge which is required to ensure the flexible deployment of skills in a variety of changing contexts. On the more positive side competences were viewed as being helpful if used to describe the level of competence appropriate to a newly qualified teacher, i.e. as the first stage of a teacher's professional development. They can also aid the process of defining the different responsibilities of those involved in delivering training, particularly in respect of the roles of the teacher tutors and mentors. They also have a role in in the planning and design of training courses (SOED 1992).

Competences do not prescribe the nature of training, they merely serve to define what a good teacher is, without defining how to become one. They indicate to the public and to the profession the standards expected of teachers.

The 1993 guidelines for initial teacher training courses are designed to help HE institutions plan appropriate professional courses. However, colleges will still have scope for different models of training based on their interpretations of the content and relationships of theory and practice. Courses can be crudely split into two types - those which assume theory informs practice and those where theories are derived from students' own practice. The former funnel students in attempts to channel their learning within certain forms of knowledge. In these cases assessment is based on students' ability to produce illustrative instances from their practical experience of theories expounded beforehand. The imperative is towards conformity in theoretical understanding. This is a somewhat exaggerated model and the other extreme would be for students to reflect on their day-to-day experiences of working in schools with pupils and colleagues and to develop their own theories of learning and teaching from that experience. Such an approach encourages theoretical diversity. Increasing school-based experience could facilitate the latter, but is also likely to incur more changes in the college-based curriculum where theory is expected to inform, and therefore usually to precede practice.

There is considerable debate as to the most appropriate model for pre-service training. Whatever model of training is used, it is important that mentors, tutors and students are clear which is being used and for what purpose and that the models used by tutors and mentors support the ways in which students learn (Eraut 1989, McIntyre and Hagger 1993). The competences in the consultative guidelines provide a framework for teaching, the development of student teachers, and their support by teacher mentors. The Moray House pilot scheme preceded the formal publication of the competences, although consultative papers were being circulated in early 1992 by the Scottish Office. There would have been little time for the Institute to have revamped its course entirely between being commissioned in February to undertake the study and being ready to receive students in September of the same year. It need not have been necessary to have made major adjustments to match the competences. Scotland already has an agreed professional profile followed by all Scottish colleges and acceptable to the other parties to the agreement - the General Teaching Council

which endows qualified teacher status and to employing regional councils. The competences are closely related to the items on the established profile which has in turn been revised for implementation from 1993.

Reform of higher education

Changes in teacher training have certainly not been limited to school staff. Staff in colleges and institutes of higher education have already been infected by a degree of instability caused by changes affecting the whole of the funding, management and validation arrangements in higher education since 1990. Re-organisation of higher education and its funding, post-binary fusion and debate over the amount and distribution of resources for teacher training between colleges, schools and authorities all add to the lack of stability for college staff. Programmes validated by CNAA such as those at Moray House, had to be validated by another accrediting agency before the closure of CNAA in 1992. In addition higher education staff have had to be cognisant of the changing demands on school, for example the 5-14 development programme, new forms of school assessment which also affect the college curricula and proposals for future devolved management of schools.

Resources and infrastructures

Schemes in operation south of the border have been supported by LEAs and evidence suggests school based training:

(a) is not cheap; a considerable investment is required for training and mentor time and in closer liaison between colleges and schools: estimated costs of £600 per student are considered to be well under likely actual costs (Monck 1992) and articled teacher schemes are more than three times as expensive as the PGCE route (TES 1992);

(b) is vulnerable to changes in LEA funding and responsibilities; and

(c) has implications for the balance of allocations of resources and monies to colleges and schools, directly or indirectly.

Besides resource allocation, college and education authority infrastructures may have to be modified to gain maximum benefit from the contribution of teachers/mentors to planning and evaluating programmes and assessing students.

This has been a brief glimpse at just some of the factors which have a bearing on the planning, implementation and evaluation of teacher training and are therefore relevant to the monitoring of the Moray House pilot scheme. This year's experience should help to clarify a few more issues and push the debate forward.

Appendix 3: Technical

Data for the project were collected from all groups participating directly in the PGCE pilot and non-pilot programmes as well as other interest groups. The majority of our data came from the three main participating groups: students, school staff and college staff. Other groups providing data were college staff outwith MHI, education authorities and the GTC.

The tables below give an indication of the range and extent of our data collection and provide the numerical details. What the tables do not indicate so well is how the different databases and methods of data collection complemented each other. Although the pilot programme was only one year's duration and the collection of data was therefore restricted to this period of time, we required data which reflected as far as possible different perspectives for the whole course. As well as obvious differences in the course content and structure over the three terms we also wanted to capture how participants' views changed and developed over the year. Thus, as far as possible and where appropriate, we surveyed or interviewed each group in each term. Not only were all groups' views sought but for each main group a census rather than a sample was taken for at least one of the 'survey' points: it was not always the case that a survey was used for the census, sometimes complementary interviews and surveys were used on different sections of the group population.

The main sources of data, therefore, were surveys and interviews. As a further aid to enriching the data collected, study schools also provided substantial qualitative data. A researcher took responsibility for collecting data in each pair of study schools (one pilot and one non-pilot). Much of this was collected during students' placements and was aimed at eliciting students' and staff's views principally on student development, the mentoring and supervising processes and the organisational aspects of school placements. Interviews were used for the most part but observation of mentor meetings and seminars organised for students, as well as group discussions, also took place.

Tables 1-3 provide detailed information on the actual data collected in respect of what was gathered from whom and at what stage in the year's programme. Table 1 gives an overview of the type of data collected from each group of participants and at what stage in the year it was collected; Table 2 gives a breakdown of the survey data with respect to numbers and response rates attained and Table 3 gives details of interviews carried out, other than those in study schools. Thirteen questionnaires were distributed and a semi-structured schedule was used for each of the groups interviewed (see Table 3). An example of each of the three modes used for data collection, open survey, closed survey and interview schedule, is given after Tables 1-3. In addition, the proforma which was used as the basis for the discussion held with co-ordinating mentors is also given.

Table A1: Overview of data collected for the project

Source	Term 1	Term 2	Term 3
Students - pilot group	QS	QS	S
Students - main group	QS	Q	Q
Mentors	QS	QS	QS
Supervising teachers	QS		
Co-ordinating mentors	S	S	DS
Regents	S	S	
Headteachers - pilot group	S	S	Q
Headteachers - main group	S	S	Q
MHI staff (tutors)	IQ	Q	I
MHI staff (course core group/key others)	I	I	I
Education authorities		I	I
Other informants outwith MHI	I		I

Note: Q survey/ questionnaire
S activities in study schools
D round table structured discussion
I interview

The six study schools were involved in the terms indicated in Table 1. Involvement in each school varied, data collection was both formal and informal and involved people at different levels in the schools. For example, visits to pilot study schools were made throughout the year but visits to other study schools were confined largely to Term 1. Also, as a result of other commitments one of the pilot study schools did not participate in the project until Term 2. In each term in which a study school was visited, researchers spent several days talking to staff and students. Again, the nature and range of the data collected varied between schools and the following list indicates the different modes used:

interview /discussion with headteacher
interview/discussion with co-ordinating mentor/regent
interview/discussion with mentor/supervising teacher/ other teacher
interview/discussion with student
group interview/discussion with students
observation of mentors' meeting
observation of seminars/workshop for students
group discussion with mentor/supervising teacher and student

Table A2: Survey data - numbers and response rates

	Term 1			Term 2			Term 3		
	Sent out	Returned		Sent out	Returned		Sent out	Returned	
	No.	No.	%	No.	No.	%	No.	No.	%
Students - pilot group	97	56	58	92	61	66	-	-	-
Students - main group	162	60	37	154	86	56	70	33	47
Mentors	35	23	66	50	38	76	53	20	38
Supervising teachers	45	19	42	-	-	-	-	-	-
Headteachers - pilot	-	-	-	-	-	-	10	9	90
Headteachers - main	-	-	-	-	-	-	11	5	45
MHI staff	45	30	67	45	24	53	-	-	-

Notes:

1 The whole cohort of students was surveyed, using data supplied by MHI; the discrepancy with the comparative figures for Survey 1i is a result of students' leaving the course or transferring to the non-pilot programme.

2 Approximately half of the cohort of main programme students was surveyed in order to ensure a return which was a comparable match for the data from the 30 students in the pilot study schools.

3 The surveys, together with the interviews carried out in the study schools, covered all the mentors and a matched sample of supervising teachers.

4 The survey, together with the data from mentors in one of the study schools, covered all the mentors, the total having increased due to changes which were necessary in Term 3 as some schools brought in different mentors to match students' subjects.

Table A3: Interview data from MHI staff and other informants

	Term 1	Term 2	Term 3
MHI staff (tutors)	4	-	15
MHI staff (course core staff)	2	2	1
MHI staff (development/research)	1	2	-
Education Authorities	-	1	2
Other informants outwith MHI	4	-	1

None of the interviews shown in Table 3 was recorded on tape, but a record of each was sent back to the respondent for purposes of validation for them to amend or annotate as appropriate. Each interview lasted approximately one hour and was based on an interview schedule. Other informal interviews and discussions were held on an intermittent and sometimes ad-hoc basis, particularly with course core staff, and whilst these informed our project they are not classified as interviews for the purposes of Table 3. In a similar vein, the project team had contact at various points throughout the year with UK (North and South of the border) and international experts on initial teacher education and, again, these contributed to the project but have not been classified as interviews.

The Scottish Council for Research in Education
15 St John Street, Edinburgh EH8 8JR

MONITORING OF MORAY HOUSE PILOT PGCE (SECONDARY)

Questionnaire to Students (Pilot programme)

We would be grateful if you could complete this questionnaire and return it to SCRE in the envelope provided, before your next placement block ie by **30 October 1992** if possible. We hope that this will not take up too much of your time.

Please note that all information will be treated as confidential to the project and that no individual will be identified in any report.

For office use only

Please complete or tick as appropriate:

Your name: 5-7

Name of your first placement school: 8

Your age: ☐ under 25 (1) ☐ 26 -30 (2) ☐ 31 - 40 (3) ☐ 41 - 50 (4) ☐ over 50 (5) 9

Male ☐ (1) **Female** ☐ (2) 10-13

Your main subject(s): 1st **2nd**

Q1 In terms of professional development and preparation for your career as a teacher, in what ways do you expect to gain from your time spent with:

(a) college staff in college-based activities? 14-17

(b) college staff in school-based activities? 18-21

(c) mentors in your placement schools? 22-25

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Q1 cont

(d) other teaching staff in your placement schools? 26-29

(e) your peers in college-based activities? 30-33

(f) your peers whilst on school placements? 34-37

Q2 Are there any other likely benefits which you expect to emerge from the course?
(Please refer to both college and school-based components) 38-41

Q3 What are your concerns, if any, about the Pilot PGCE (Secondary) course?
(Please refer to both college and school-based components) 42-45

Q4 Is there anything else you would like to tell us at this stage about the course you are following? 46-49

Thank you for your help

MONITORING OF MORAY HOUSE PILOT PGCE (SECONDARY)

SURVEY 1(ii): MENTORS

Many thanks to all those who replied to our first questionnaire last term. This questionnaire is based largely on points raised by your colleagues in college and schools last term, and aims to establish:

- **whether the views expressed by some respondents are widely and strongly held;**
- **whether the views expressed last term have been revised in the light of the experience of the first term of the pilot.**

To encourage response from those who have very little time to spare, the questionnaire consists of a series of statements. Please circle the number which indicates the strength of your agreement or disagreement with each statement. (1 = agree strongly; 2 = agree; 3 = disagree; 4 = disagree strongly; DK= Don't know). Please return your completed questionnaire in the reply-paid envelope provided to Janet Powney, Sue Martin, Sheila Edward or Colin Holroyd at The Scottish Council for Research in Education, 15 St John Street, Edinburgh EH8 8JR, before the end of this term if at all possible.

1:PARTNERSHIP

The pilot presents an opportunity for						
1	greater co-operation between college and schools	1	2	3	4	DK
2	review of the balance of responsibility between college and school in initial teacher training	1	2	3	4	DK
3	reassessing what is best done in college and what is best done in schools	1	2	3	4	DK
4	improving the quality of placements experiences for students	1	2	3	4	DK
In my experience of the pilot in practice						
5	there has been adequate opportunity for college/school collaboration in planning	1	2	3	4	DK
6	there has been opportunity for college/school collaboration to help students gain from placements	1	2	3	4	DK
7	the role of mentors needs to be more clearly defined	1	2	3	4	DK
8	the role of college staff visiting students on placement needs to be more clearly defined	1	2	3	4	DK
9	professional tutors need to have more time in schools with students	1	2	3	4	DK
10	subject tutors need to have more time in schools with students	1	2	3	4	DK
11	more opportunities should be provided for mentors to visit the college to discuss the course	1	2	3	4	DK

Example of Closed Survey

For all questions, 1 = agree strongly; 2 = agree; 3 = disagree; 4 = disagree strongly; DK = don't know, don't have enough information to judge.

2:THE BALANCE BETWEEN SCHOOL AND COLLEGE EXPERIENCE

The change in the balance of time in college and school on the pilot programme increases responsibility of teachers in schools for

12	helping students to understand theory	1	2	3	4	DK
13	helping students with the subject content of teaching	1	2	3	4	DK
14	helping students to develop teaching methods & skills	1	2	3	4	DK
15	advising students on discipline and classroom management	1	2	3	4	DK
16	advising students on the assessment of pupil learning	1	2	3	4	DK
17	helping students understand the current issues in secondary education in Scotland	1	2	3	4	DK
18	helping students develop a professional perspective	1	2	3	4	DK
19	helping students cope with day-to-day problems or anxieties about teaching	1	2	3	4	DK
20	providing a role model for students in training	1	2	3	4	DK
21	helping students discuss and evaluate their own teaching	1	2	3	4	DK

The change in the balance of time in college and school on the pilot programme also

22	diminishes the role for college staff in training student teachers	1	2	3	4	DK
23	leaves professional studies tutors with insufficient time to cover essential topics in college	1	2	3	4	DK
24	leaves subject tutors with insufficient time to cover essential topics in college	1	2	3	4	DK

3: STUDENT EXPERIENCE

As a result of the increased time spent in schools,

25	students benefit in terms of confidence and classroom management	1	2	3	4	DK
26	students develop a better understanding of how the curriculum in their subject is taught	1	2	3	4	DK
27	students have difficulty getting access to resources for assignments during placements	1	2	3	4	DK
28	students have difficulty finding time to complete assignments	1	2	3	4	DK

For all questions, 1 = agree strongly; 2 = agree; 3 = disagree; 4 = disagree strongly; DK = don't know, don't have enough information to judge.

As a result of using two, rather than three placement schools,

29	students benefit from becoming integrated into their first placement school	1	2	3	4	DK
30	there is a danger that students become too comfortable in their first school	1	2	3	4	DK
31	I am worried about what would happen if we were sent a weak student teacher	1	2	3	4	DK
32	students do not see a wide enough variety of schools during their training	1	2	3	4	DK
33	on the whole, the benefits of having placements in only two schools outweigh the dangers	1	2	3	4	DK

As a result of "pairing" of pilot students,

34	students learn more from one another	1	2	3	4	DK
35	students are receiving less individual attention from teaching staff	1	2	3	4	DK
36	weaker or less confident students suffer from comparisons with more confident colleagues	1	2	3	4	DK

As a result of sending ten students to each pilot school,

37	students are experiencing more peer support through being in a group	1	2	3	4	DK
38	pupils may suffer from too much contact with student teachers	1	2	3	4	DK
39	students are learning more about whole-school issues than they would as "lone" students	1	2	3	4	DK

4: MENTORING

Please tick the box(es) describing your own situation as a mentor:

PRINCIPAL TEACHER MENTORING STUDENTS IN OWN DEPARTMENT ☐ PRINCIPAL TEACHER MENTORING AT LEAST ONE STUDENT NOT IN OWN DEPARTMENT ☐

NOT PRINCIPAL TEACHER, MENTORING STUDENTS IN OWN DEPARTMENT ☐ NOT PRINCIPAL TEACHER, MENTORING AT LEAST ONE STUDENT NOT IN OWN DEPARTMENT ☐

Mentors

40	are building up strong supportive relationships with their students	1	2	3	4	DK
41	are tackling their new role enthusiastically	1	2	3	4	DK
42	are more effective when they teach the same subject as the student	1	2	3	4	DK

For all questions, 1 = agree strongly; 2 = agree; 3 = disagree; 4 = disagree strongly; DK = don't know, don't have enough information to judge.

43	are more effective when they are principal teacher of the student's subject	1	2	3	4	DK
44	can be effective mentors to students teaching subjects outside their department	1	2	3	4	DK
45	are confident of their ability to help students	1	2	3	4	DK
46	have enough time to give students the help they need	1	2	3	4	DK
47	have too many other demands on their attention	1	2	3	4	DK
48	have not received sufficient training to help students	1	2	3	4	DK
49	are only part of the support for students in schools: many other teachers are involved	1	2	3	4	DK

Mentoring

50	has given school staff a clearer role	1	2	3	4	DK
51	involves me in negotiation with other staff about students' classroom experience	1	2	3	4	DK
52	encourages staff who are not officially mentors to take less trouble with students	1	2	3	4	DK
53	encourages teachers to reflect on their own practice, and helps their own professional development	1	2	3	4	DK
54	may work in *some* schools, but not all schools used for traditional placements would cope with the additional responsibilities of mentoring	1	2	3	4	DK
55	places too much responsibility for assessment on staff in schools	1	2	3	4	DK

As a mentor

56	I have had no problems or anxieties about my role	1	2	3	4	DK
57	I have some problems which have not been resolved	1	2	3	4	DK
58	I have regular meetings with fellow mentors in my school	1	2	3	4	DK
59	I have found / should find regular meetings with fellow mentors in my school useful	1	2	3	4	DK
60	I have had meetings with other mentors in my subject	1	2	3	4	DK
61	I have found / should find meetings with other mentors in my subject useful	1	2	3	4	DK
62	I have received advice or support from fellow mentors	1	2	3	4	DK

For all questions, 1 = agree strongly; 2 = agree; 3 = disagree; 4 = disagree strongly; DK = don't know, don't have enough information to judge.

63	I have received advice or support from my co-ordinating mentor	1	2	3	4	DK
64	I have received advice or support from college staff	1	2	3	4	DK
65	I should like further training on observational techniques	1	2	3	4	DK
66	I should like further training on advising skills	1	2	3	4	DK
67	I should like further training on assessment of students	1	2	3	4	DK
68	I should like further training on other aspects of my role	1	2	3	4	DK

If you agree with this statement, please specify which aspects:

5: ORGANISATION, PLANNING AND RESOURCING OF THE PILOT

69	The consultation period before the introduction of the scheme was adequate	1	2	3	4	DK
70	The funding available for the pilot this year appears to be adequate	1	2	3	4	DK
71	I am happy with the allocation on my timetable for mentoring	1	2	3	4	DK
72	I am happy with the arrangements for cover for my classes while I am mentoring	1	2	3	4	DK
73	I have had opportunities to speak to the college tutors before or after crit lessons	1	2	3	4	DK
74	I should like more opportunity to speak to college tutors about my students' progress	1	2	3	4	DK
75	There have been difficulties between college and school which have now been overcome	1	2	3	4	DK
76	There have been difficulties which should be ironed out in time	1	2	3	4	DK
77	There are some problems endemic to the pilot which require fuller debate before they can be resolved	1	2	3	4	DK

If you agree with this statement, please explain briefly what these problems are:

For all questions, 1 = agree strongly; 2 = agree; 3 = disagree; 4 = disagree strongly; DK = don't know, don't have enough information to judge.

78 **Have you acted as supervising teacher for student teachers in previous years?**

YES ☐ **NO** ☐ *Please go to Q83*

When compared with my previous experience of supervising student teachers,

79	the pilot has not marked a significant change from previous years	1	2	3	4	DK
80	the pilot programme has made no difference to my workload with student teachers this year	1	2	3	4	DK
81	the pilot programme has increased my workload this year	1	2	3	4	DK
82	because of the pilot, I have spent more time talking to staff in college this year	1	2	3	4	DK

In future,

83	if partnership between schools and college is to be fully developed, more resources will be required in the college in future	1	2	3	4	DK
84	if partnership between schools and college is to be fully developed, more resources will be required in schools	1	2	3	4	DK

85 **Is there anything else you would like to tell us about the pilot, or your experience of mentoring?**

THANK YOU VERY MUCH FOR YOUR CO-OPERATION.

Interview Schedule for College Staff
Term 3

Preamble: thanks for time; independent; confidentiality.

A Firstly, can I be clear how you are involved, what you contribute, to the pilot PGCE secondary?

Probe Professional studies
Subject
Workshop
Workshop plus subject
Supplementary

The number of (pilot) students you are working with in each capacity?

B How much were you involved with the planning of the pilot?
How are you involved in planning for next session?

Probe: familiarity with the reaction to SOED guidelines.

C How is your input different from in past sessions?

Probe – any differences in your time in schools?
any differences in time/nature of interaction with school staff?

D Partnership. Describe for me the type of partnership you had with people in schools before this session?

In what ways, if any, has that changed?

Prompts – in content delivered in college
in what students do in schools
in the assessment of students?

What is the most productive way to develop partnership?

E Mentoring. Are mentors doing a good job?
What do mentors do best?
What problems, if any, are emerging?
Who are the best people to be mentors?
How should they be trained?

F In your view what should be the college's main contribution to teacher education in future years? Similarly for school and regional authorities.

G Will beginning teachers trained on the pilot – and in similar programmes in future – be different from in the past? In what ways...?

H How do you see your own future role in teacher education?

I What other things should we have asked?

Proforma used for Co-ordinating Mentors' discussion, term 3

Co-ordinating Mentors' Meeting: Summary feedback

	What has worked well or has been a positive feature of the pilot?	What has not worked well?
In working with colleagues		
In working with students		
In working with the college		

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